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ABSTRACT

Ten separate articles reviewing the training programs operated by 10 corporations and agencies are collected in this booklet. The articles describe the programs and assess their implications for teacher education. An introduction and a summary of the implications complete the document. The titles and authors of the articles are "Introduction: Corporate Training in Perspective," by W. Robert Houston; "Arthur Andersen & Co., Societe Cooperative: Implications from a Big-Eight Accounting Firm," by David M. Byrd, Sharon A. Shrock, and Oliver W. Cummings; "Promoting High Standards Through Training in M. D. Anderson Hospital Division of Nursing," by Hersholt C. Waxman; "Attention to Detail Characterizes Training at the Boeing Company," by Theodore E. Andrews; "Knowledge, Physical Ability, and Integrity Through Training in the Border Patrol," by Robert E. Wright; "The Disney Approach to People Management and Training," by Fanchon F. Funk, Deede Sharpe, and Mildred M. Usher; "Training Programs for Current and Laid-Off Workers at General Motors," by Glenora Irwin Andresen; "Becoming a Sales Representative for Harris-Lanier Thought Processing Division," by Renee Tipton Clift; "Monday Night Motivation at Mary Kay Cosmetics," by Douglas M. Brooks and Kathy Bristow; "Motorola: Multiple Training Programs for Worldwide Microelectronics Manufacturing," by Elizabeth S. Manera; "Southern Company Services, Inc: Successful Employee Development," by Janet Towslee Collier; and "Congruency Between Purpose and Practice in Education," by W. Robert Houston and Billy G. Dixon. Among the conclusions drawn are that (1) administrators should understand and be capable of performing the roles of those under them, and should occasionally perform those roles; (2) new personnel should receive careful supervision and training in the procedures of the organization; (3) operational units should be given responsibility for and held accountable for their own specific functions; (4) an effort should be made to draw personnel into the organizational culture and obtain their commitment to it; (5) personnel should be kept well informaed of developments affecting the organization; (6) continued professional development is essential; (7) opportunities for career growth should be made available; and (8) the motivation of personnel is very important. (PGD)

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MIRRORS OF EXCELLENCE

Reflections for Teacher Education from Training Programs in Ten Corporations and Agencies

W. Robert Houston
Editor

ASSOCIATION OF TEACHER EDUCATORS Reston, Virginia

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Preface and Acknowledgements

During the past few years, training in the private sector of American society has increased in size and strength. In this publication, ethnographic studies of training in ten corporations and agencies are described. Their practices are analyzed and implications drawn for the education of teachers. These corporations and agencies include the following.

Arthur Andersen & Co., St. Charles, Illinois
M. D. Anderson Hospital, Division of Nursing, Houston
Boeing Co., Seattle
Border Patrol, El Paso
Walt Disney World Co., Orlando
General Motors Corp., Flint
Harris-Lanier, Houston and Atlanta
Mary Kay Cosmetics, Dallas
Motorola Inc., Phoenix
Southern Company Services, Atlanta

No effort such as this can be conducted without the support of many people. The training staffs, trainees, and executives in each of these corporations and agencies were instrumental in understanding the organizational context and training pro-

grams. We particularly want to recognize and express appreciation to persons in each organization who made the study not only feasible but also realistic. These persons made possible an openness and accessibility which enabled the research team to work effectively.

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The Authors
December, 1985

MIRRORS OF EXCELLENCE

PART ONE CORPORATE AND AGENCY TRAINING

INTRODUCTION: CORPORATE TRAINING IN PERSPECTIVE

W. Robert Houston
University of Houston-University Park

Educational Institutions

Primary responsibility for educating the children and youth of society has been vested in its schools, colleges, and universities. From pre-nursery schools through graduate schools, from initial basic skills training to complex theoretical concepts, in every hamlet and city in America, citizens are expanding their knowledge under the direction of more than two million teachers in schools, colleges, and universities.

At one time, education occurred almost exclusively in schools, universities, and the other primary institutions of society — home and church. This is no longer true. Virtually every business and industry, the armed forces, and social and governmental agencies now provide training for their employees or clients.

Other social forces and agencies engage seriously in education today. Television has become the media not only for direct instruction (e.g., the Saturday morning programs for children and public television), but the implicit communicator of values and mores through the evening news and entertainment programming. Children and youth are learning to model the dress and behavior displayed in their favorite programs, spending more time on the average watching TV than attending elementary and secondary schools.

Education is big business.

Futurists describing the present era as the third wave (Alvin Toffler) or the post-industrial era (John Naisbitt) point to the rapidly-increasing emphasis on education as the major component in an information society.

Education is big business. The number of full-time corporate trainers in the United States in 1983 was about 213,000 with an additional 786,000 engaged part-time as trainers. Almost 60 percent of all enterprises with 50 or more employees had a full time trainer (Zemke, 1983). Their training budgets have been conservatively estimated at 40 billion dollars, which approaches the expenditures of all four-year and graduate institutions in the nation, and this estimate does not even include student wages (Eurich, 1985, p. 6). The number of employees involved in corporate education may equal the enrollment in those same insitutions — nearly eight million students (Eurich, 1985, p. 8). At least 18 corporations have organized their own universities to award bachelors, masters, and doctoral degrees. Others have extensive programs to provide unique training for their employees.

Nearly 1 million trainers teach 8 million employees each year.

Programs in corporate settings are typically more specific and targeted than courses in schools and colleges. They tend to be shorter, more intensive, taught by someone with little or no formal preparation to teach, and include massive but succinct training materials. The five most frequently provided types of training and the percent of companies offering them are:

superviory skills, 77.1 percent; new-employee orientation, 71.2 percent; management skills and development, 67.3 percent; communication skills, 58.3 percent; and technical skills/knowledge updating, 58.2 percent (Zemke, 1983, p. 25). Better-educated workers receive a disproportionately larger share of training (Carnevale & Goldstein, 1983, p. 55). Employees in lower-wage occupations on the production line or in the office receive less training, typically through the apprenticeship model. Basic-skills programs constitute less than two percent of enrollment and costs of corporate training (Lynton, 1984, p. 44).

These extensive educational programs have not only grown rapidly but independently of the more traditional school and university efforts. They have evolved into somewhat different cultures from those in other educational settings and are based on corporate goals, involve career-motivated students, and are assessed in terms of contributions to the corporate enterprise. Collaboration with higher education has been limited and for specific purposes. Community colleges and schools of business and engineering in senior colleges have tended to work more closely with the corporate classroom. Educators in schools and universities, particularly teacher educators, typically have had little contact with private sector trainers and little knowledge of the research base for their programs, their instructional methodology, or their successes.

Private sector training has grown rapidly and independently of more traditional school and university programs.

Study of Corporate Training

During the past six months, a team of senior researchers has conducted ten ethnographic studies of educational programs in corporate and governmental agencies. They have probed the cultural context and missions of these organizations, the instructional practices used in training programs, and the reward systems related to training. They have participated in educational programs and interviewed trainers, trainees, and executives responsible for such programs.

Institutions studied included Arthur Andersen & Co. in St. Charles, Illinois; M. D. Anderson Hospital in Houston; Boeing Company of Seattle; the Border Patrol in El Paso; Walt Disney World Co. in Orlando; UAW-General Motors in Flint; Harris-Lanier Thought Processing Division in Houston and Atlanta; Mary Kay Cosmetics of Dallas; Motorola in Phoenix; and Southern Company Services Inc. in Atlanta. The training in each of these organizations is described in the remainder of Part I. The researchers have drawn implications from practice in the private sector for school staff development and for teacher education. These findings are synthesized and implications drawn in Part II.

A caveat is in order. While traditional educational institutions may learn much from the efficiency, flexibility and the clear sense of purpose in these private sector programs, copying them should be done judiciously. Ernest L. Boyer warns, "The danger is that, in a bid for survival, higher education will imitate its rivals, that careerism will dominate the campus as colleges pursue the marketplace goals of corporate education. If that happens, higher learning may discover that, having abandoned its own special mission, it will find itself in a contest it cannot win.

"In the end, universities and corporations should build connections, but they must also protect their independence. The unique missions of the nations' universities and colleges to act as a moral force, to discover and transmit knowledge and larger meanings, to engage with integrity in the nation's service must be perserved and strengthened (Boyer, 1985, p. xiv-xv)."

Some practices could be adapted to schools and universities.

Several excellent publications have explored corporate life recently, including Peters and Waterman's best-selling **In Search of Excellence** (1982); Peters and Austin's **A Passion for Excellence** (1985); Eurich's **Corporate Classrooms** (1985), a report of a study supported by the Carnegie Foundation; Zemke's **U.S. Training Census and Trends Report, 1982-83** (1983); and the broad recommendations of the Committee for Economic Development, **Investing in Our Children** (1985).

While conclusions in this study were drawn independently, many of them support the finding of other studies. What is different in this study, however, is that each person who conducted the research is a teacher educator who is an expert in the field of instruction. Knowing teaching in schools and teacher education very well, each viewed the processes and outcomes of corporate practice through a different lens. Their perspective of corporate training is colored by their backgrounds; yet those same backgrounds permitted them to be sensitive to nuances that might have gone unnoticed by less practiced eyes.

The title of this publication has been drawn from this notion. To improve our own instructional programs, why not examine those of other institutions? In essence, we were reflecting on the training practices of our former students who independently had gone about solving their problems of how to educate their employees in a better way. Thus we used corporate training as a mirror for our own practices — and what we found were interesting, practical, innovative, and substantial ways to improve the personnel practices of schools, colleges, and universities.

This publication is dedicated to each of you who ultimately will determine, through your consideration of its findings and the adaption of some of its recommendations, the impact of this study on education. **The mirror is on each of our walls.**

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ARTHUR ANDERSEN & CO., SOCIETE COOPERATIVE: IMPLICATIONS FROM A BIG-EIGHT ACCOUNTING FIRM

David M. Bryd
Southern Illinois University
Sharon Shrock
Southern Illinois University
Oliver Cummings
Arthur Andersen & Company

Arthur Andersen & Company is one of the world's largest accounting and auditing firms, a member of "The Big Eight" in the field. Analyzing the training program of a firm that takes a leadership role in training within an extremely complex and influential enterprise provides both perspective and insights for educators.

To understand Arthur Andersen & Company, it is necessary first to understand that the accounting and auditing services that are central to major accounting firms have been the driving force behind developing related work in tax and management-information consulting. Broadly speaking, auditing is the evaluation of the financial statements of a company by an independent, third party.

In recent years, accounting firms have moved into tax and business-management consultation. While added areas of practice are lucrative, they are also problematic. As personnel activities, and consequently job content, become more varied, the development of professionals grows increasingly complex. The role of employee education is vital to any accounting firm; it is by utilizing standard guidelines of practice and by inculcating practitioners into the culture of a firm that excellence and integrity are assured.

At Arthur Andersen & Co., the need for shared culture and a common value system is of major importance. This emphasis is evident in the training program. An analysis of the training program of a business whose survival depends upon the twin goals of content competence and integrity

Competence counts, but so does integrity.

could provide information valuable for educators who practice in a profession with similar goals.

Arthur Andersen: The Company

The scope of the work of Arthur Andersen is reflected in its three major divisions: Accounting and Auditing, Tax Consulting, and Management-Information Consulting. The firm, a worldwide unified partnership, has a unique structure even among accounting and auditing partnerships. This structure has frequently been referred to as a "one-firm" concept. Each office of the firm is expected to provide full service and each holds equal status in the partnership. Offices throughout the world operate under the same basic policies and standards; every office has access to all firm resources, training, and technical assistance.

Also key to the one-firm concept is the idea that every employee shares with counterparts throughout the world a body of knowledge, training, and experience. The common approach and standards of work permit an employee to be productive immediately as a team member anywhere in the world where the individual's talents and expertise are needed.

In his message in the *1984 Report to the People of the Arthur Andersen Worldwide Organization*, Chief Executive Officer Duane R. Kullberg identified a number of the shared values of the firm: professionalism, quality, integrity, client service, growth, excellence, leadership, and public interest. Articulation of these values is evident in the firm's motto, "Think straight, talk straight," which emphasizes integrity and objectivity as keys to attracting and retaining clients. With new employees regularly joining the firm, these values must be instilled, nurtured, and enhanced; otherwise they will diminish.

Commitment to Professional Education

Since service, built on the knowledge and expertise of the firm's employees, is its product, Arthur Andersen places a premium on well-honed skills and up-to-the-minute knowledge of its people. The firm

Life-long education is viewed as an investment.

views life-long continuing education as part of its culture. Education and training are considered significant factors in maintaining and influencing the broader culture of the firm.

The firm invests approximately nine percent (about $100 million) of its revenues each year in professional education. The curriculum consists of over 365 courses, including fundamental and advanced training in auditing, tax consulting, management information, management development, administration, and special concerns of major industries.

The focal point for training is the Center for Professional Education, located on a 125-acre campus in St. Charles, Illinois. The facility, currently undergoing expansion, accommodates 900 participants in residence and houses a broad array of educational resources. The Center maintains a broadcast-quality television studio and both mainframe and microcomputer laboratores. It also supports a comprehensive education-development staff. The Professional Education Division includes technicians, writers, graphic artists, instructional designers, evaluators, and educational researchers, along with support staff and managers.

This, then, is the setting for over 160,000 person-days (over 1.25 million contact-hours) of annual training for the firm's more than 26,000 employees. An additional 350,000 days of training take place annually at sites throughout the world. In any given year, 50 to 75 courses are being developed or revised at the Center. Numerous needs assessments and follow-up studies are also conducted.

Shared Goals, Values, and Culture

At first glance it might appear that teacher education does not share many commonalities with accounting. However, there are similarities in tasks and procedures, as well as in the values emphasized. What successful practices in the training of accountants might be considered in the training of teachers?

First is initial training. Immediately after being hired, new accountants go to school. Training at this school integrates employees into the firm by teaching them how the firm functions; it also stresses the firm's expectations for professional practice. Thus, new employees gain necessary knowledge and skills to do their jobs, but they also become aware of the proper attitude toward jobs and the clients with whom they will work. They learn that Arthur Andersen's only product is the professional competence of its employees.

Employees are carefully selected: most come from the top of their classes. They tend to be bright and advancement oriented. Nevertheless, all are sent to school regardless of their knowledge of accounting theory or practice. This is not done because they lack prerequisite knowledge, but to enable them to learn the systematic methodologies by which audits and business consultations are conducted at Arthur Andersen. In this way employees can be trained to do a specific job within a larger, more complex context — in an audit, for example. The use of specific guidelines for job performance increases the leverage of the work load (e.g., pushing tasks down to the lowest personnel level at which the job can be efficiently accomplished). In the school, in addition to understanding methodologies used for practice, employees also gain insights into the rituals and ceremonies central to the way Arthur Andersen does business. From a cognitive and affective standpoint, training is a function of quality control. Employees must be competent and must be perceived as such. Training is seen as a way of achieving both goals.

The mission of the education program at Arthur Andersen and the way it functions reflect the larger parent organization. Usefulness of the material presented and comprehensive monitoring of programs to the needs of the firm is evident in the

classes and in the structure of the training. To "tailor training to be useful" sounds like repeating the obvious. To meet this objective in business or in teacher education, however, requires a continuing effort to identify and respond to the changing needs of a broad audience.

The dual emphasis on acculturation and knowledge of subject matter is central to all of Arthur Andersen's training. For example, some classes are scheduled for long hours, six days a week. Business dress is

Acculturation and content are equally important in training.

required during class, through the dinner hour, and until after the noon meal Saturday. This training results in affective skills important to success at Arthur Andersen. Attitudes relative to a client-service orientation are of utmost importance: deliver when you say you will; give what they ask for — more if possible.

Even the training site itself is conducive to a business approach and to the concept of "one company." Participants from different countries room together, televisions are found only in central areas, and the lounge area offers beverages at modest prices. The environment encourages socialization and produces a feeling of collegiality.

In many industries, when people are given the choice between doing their job or taking additional training, they choose to do their job because they are promoted for doing that specific job well. At Arthur Andersen the belief is that job skills for the next job should be in place before the promotion. Because training is matched to job skills, not everyone takes the same courses. Thus, specific career-path training occurs within separate industries: banking, construction, health care, government service, and manufacturing.

Acceptance of Method

While, of course, the content included in training programs is primarily influenced by the firm's accounting and consulting services, it is interesting that even the process of instruction seems to reflect concepts from these fields. An example is the instruction-design model used by the firm. The model is called "METHOD/E" (for Education), so named to parallel "METHOD/I," a design for installing office-information systems.

Method/E is an instructional model using needs assessement and goal specification followed by development, delivery, and feedback. METHOD/E is more comprehensive than most such models.

Perhaps the most remarkable thing about METHOD/E is the acceptance it enjoys throughout the company. It is often difficult to reach consensus among so many on a process so complex. Here, however, the "one-firm" attitude assists. In the firm, there is an "Arthur Andersen" way to do things, whether it involves information-systems consulting (METHOD/I), or Transaction Flow Auditing, a unique Andersen procedure. It seems only natural, therefore, that a unique method of instruction would be developed and embraced within the firm. Wide acceptance also facilitates team effort; a large staff of professionals is engaged in implementing METHOD/E.

Instructional Goals

The training program at Arthur Andersen is more than goal oriented; it is goal driven. All instruction delivered at the Center for Professional Education is systematically designed to achieve specific outcomes. Given the effort and resources

Training is more than goal oriented; it is goal driven.

committed to goal attainment, the generation of the goals themselves is not left to individual discretion or diffused throughout the organization. Rather, the instructional goals of the training program come directly from the ultimate business goals of the firm.

These business goals take the form of long-range business plans. Three- to five-year curriculum plans are then drawn up to ensure the timely placement of instruction to support the firm's directions. At all points the impact of the curriculum plan upon the business plan is made explicit.

Questions relevant to the curriculum-planning process are broad but basic. At what level are personnel competencies now? Where will they need to be? When will they need to be developed? Even at this early stage in the instructional design, planners take steps to facilitate the ultimate achievement of specified goals. The curriculum plan is continually examined for discrepancies between the goals and the incentives operating within the firm. In other words, planners try to locate those factors in or outside the immediate instructional situation that might keep personnel from achieving the goals. This step in the goal-setting process indicates Arthur Andersen's sophistication with performance technology — noninstructional means of influencing human performance.

After a curriculum plan receives approval, the emphasis shifts from needs assessment to the kinds of courses, resources, and materials required. More detailed goals and objectives are specified for the course that will fulfill the plan.

Instructional Teams

Unlike most instruction in schools and universities, the instruction at Arthur Andersen is designed, developed, produced, delivered, and evaluated by a *group* of professionals rather than by an individual. Roles within the group are diversified and specialized. At a minimum, a design team involves five persons — a design manager, a content expert, a project coordinator, an evaluator, and a "content-responsible partner." In addition, support persons — artists, typists, video experts, and so forth — may be involved in the physical-production side of instruction technology. Furthermore, none of these persons will actually deliver the instruction — perform the role of "teacher." Interacting with learners in a classroom will be done by Arthur Andersen line personnel carefully chosen for their expertise by the directors of the Professional Education Division.

Design teams develop courses for teachers to deliver.

The instructional designer and the content expert are the core of the design team. There is no expectation that the instructional designer will be knowledgeable about the course content. A successful instructional designer is a "quick study" — someone who acquires the essence of the content quickly; however, the instructional design professional is an expert in organizing different kinds of content and in selecting appropriate instructional strategies. Specific course goals are a product of collaboration by these two professionals. Before the course is actually offered, the designated "content-responsible partner" examines the content and verifies its accuracy. Here again, an auditing concept has been applied to the instructional design process; the final "sign-off" for verification of accuracy has a long history in the accounting field.

Courses are constantly verified for accuracy.

Work on improving instruction continues even after the course has been implemented. The course is monitored by an independent evaluator assigned to the project. This specialist uses observations, questionnaires, interviews, and debriefings to detect any flaws in the course. These results typically are not given to the instructor but go instead to the course manager and the instructional designer — those who are responsible for making revisions.

Unlike school and university courses, Arthur Andersen courses have a "life of their own," completely independent of any one individual. Having been conceived and created by a team, the course and its content are public in the sense of being inspected by a number of persons and institutionalized through company commitment. The firm rather any one individual "owns" the course, because each course achieves specific learner outcomes essential to the entire firm's well-being. Personnel who serve as instructors in the training program are from countries throughout the world and may or may not teach the same course a second time.

Conclusions

In conclusion, the heavy emphasis Arthur Andersen & Co. places on its own culture suggests a most interesting and powerful implication for teacher education. Presently, there is little attempt made to influence the culture of schools. Some would say that schools merely mirror the larger society; that society shapes the schools. However, it is becoming apparent that cultural and climate/support variables are related to school achievement and student attitudes toward schooling, and also that they can be manipulated to support and aid student learning. These variables have powerful implications for education, but manipulating them may require changes in the structure of schooling, and, in some cases, alteration in the philosophy of the purpose and role of education.

Values such as strong leadership in instruction, commitment of staff to the mission of a school, professional development for educators, clear expectations for students, formative feedback and remediation of key concepts and skills, a belief that all students can learn, communication of expectations to parents, the need for parental involvement, recognition that school is a meaningful and important part of a child's life — all are related to the culture of schooling. Schools need to address these and other key factors in planning and executing their responsibility to their constituents.

Two other major concepts emerge from the training program at Arthur Andersen: the emphasis on the validity of course content and the need to have specified goals for each course in the curriculum. In response to calls for increased specification of goals in educational programs, some educators contend that developing objectives for a training program is simpler than doing so for the education of a child. This contention neither acknowledges the complexity of training goal development, nor adequately addresses why the school curriculum varies so much from class to class and lacks articulation and established expectations from grade to grade in many schools. In part, this variability is a function of factors such as academic freedom, local control of education, tenure, and fear that a more structured curriculum might stifle important, unanticipated student outcomes and creative learning. These factors, however, are less the real stumbling blocks to goal-setting in schools than is an institutionalized idea that almost all of a teacher's time should be spent in student contact.

Arthur Andersen places heavy emphasis on instructional design and the replicability of that design, as well as on the replicability of instructional teams working in support of previously-approved goals; this has not been accepted in educational settings. Yet it explains the major reason for the varied curriculum found in schools: the lack of necessary time to commit to, develop, implement, and evaluate agreed-upon goals and expectations. The task may be harder for a pluralistic institution such as a school than for a relatively unified business; however, schools provide little or no time for joint decision making. Why do schools continue to allow expert teachers to spend valuable time on clerical tasks (e.g., running copy machines or doing lunchroom duty) that do not require their expertise?

Having little time for decision making or professional development is part of the reason for the lack of implementation of instructional designs that have promise but are time consuming to implement and maintain. These designs, although supported by research, have not yet been widely accepted by schools. Their use is hit and miss by individual teachers. Designs using the concepts of mastery learning, individualized instruction, peer tutorials, cooperative learning, supervised practice, and feedback on student performance all hold promise. These procedures cannot be implemented without consensus building and professional development, both of which take time.

Planning and goal setting are equally important in designing professional-development programs for teachers. Essentially the same concepts hold for cultural impact, design, and implementation for inservice education. Professional development by teachers has a mixed response. While expressing a commitment to the value of continuing professional development, teachers express disdain for inservice education days. One-shot inservice programs with no teacher ownership or perceived usefulness have only made potentially meaningful experiences harder to justify. A longer-term view and design of inservice education might help.

Arthur Andersen & Company uses training as a resource, an investment in the future. The firm structures an environment that promotes work habits, skills, and attitudes it deems important to job success. Perhaps teacher education needs to reconceptualize its mission so that it can more strongly support a culture and climate conducive to student and teacher motivation, academic success, and educational program excellence.

PROMOTING HIGH STANDARDS THROUGH TRAINING IN M.D. ANDERSON HOSPITAL DIVISION OF NURSING

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Although it has been argued that our nation is at risk because of the poor quality of schooling, those involved in education generally do not perceive the validity nor urgency of this claim. This might be one explanation why teachers generally view staff development programs and inservice education unfavorably (Yarger, Howey, & Joyce, 1980).

On the other hand, patients at the M.D. Anderson Hospital and Tumor Insitute in Houston are at risk, too, and nurses there

Continued learning is vital when lives are at risk.

do perceive the vital importance of their jobs and their role in the hospital. Consequently, nurses tend to recognize the great value and importance of their staff-development programs. These perceived differences, however, are not the only explanation for the actual differences between staff development programs in school and nonschool settings such as hospitals. Other differences were noted when the staff development program in the Division of Nursing at M.D. Anderson Hospital and Tumor Institute was studied. Implications of these differences for teacher education and staff development in schools became evident in this study.

Department of Nursing Staff Development

The Division of Nursing of the M.D. Anderson Hospital includes a Department of Nursing Staff Development. M.D. Anderson Hospital is a comprehensive cancer center which is part of The University of Texas System. Encompassing patient care, education, research and prevention, the hospital is noted for being one of the most highly specialized and innovative cancer centers in the country. Since M.D. Anderson is a research hospital, patients receive care and treatment prescribed as a result of the most recent advances in cancer research.

The Department of Nursing Staff Development is administered by a director of staff development and a director of continuing education, both of whom report to the department chairperson. Directors must be knowledgeable about problems faced by nurses and their instructors; not only do they teach courses, but they regularly spend time with instructors in clinical settings. Approximately 20 regular instructors in the staff development department are assigned as nurses to a clinical area in addition to their teaching assignments.

Goals and Objectives of Staff Development

The purpose of staff development at M.D. Anderson Hospital is to improve the nursing care of indiviudals with cancer. An expected outcome of staff development is "the enrichment and development of nursing personnel."

The philosophy of the Department of Nursing Staff Development is that staff development "should be designed and implemented to promote a high standard of safe, effective nursing practice and to increase job enrichment through life-long learning." M.D. Anderson's emphasis in staff development is on problem-solving processes and the application of knowledge to the actual work environment. Nursing staff development also must respond to the constantly changing hospital environment.

The educational offerings for staff employ the principles of adult learning. Instructors and nurses are expected to help in planning, implementing, and evaluating the teaching-learning process. Nurses are expected to collaborate with the instructor in

Instructors learn from learners when designing staff development.

assessing learning needs, formulating objectives, selecting those learning alternatives that best meet their needs, and assisting in evaluating learning outcomes. Instructors are expected to respond to individual differences among learners by setting the climate for learning, planning a variety of learning opportunities to achieve objectives, providing guidance through evaluation, and encouraging self-direction and mastery.

Content of Staff Development Program

Three components are included in the Nursing Staff Development Program: orientation, inservice education, and continuing education.

An **orientation** for new employees in the Division of Nursing is offered approximately every other week or whenever the demand arises, depending on the number of new nurses at the hospital. Orientation is a formal program of activities that includes both classroom and clinical experiences designed to facilitate smooth transition of new employees to their new responsibilities. The purpose of the orientation sessions is to help nurses function effectively in the organization. Nurses are introduced to the philosophy, goals, policies, procedures, role expectations, physical facilities, and special services in the work setting.

In one orientation session, new nurses were studying legal aspects of nursing. This hour-and-a-half session dealt with legal issues such as definitions of malpractice and negligence, practical issues such as appropriate ways for nurses to handle patient anger, and the profiles of patients who sue the hospital. Since some nurses had covered most of this information in their previous education courses, this orientation served primarily as a review, but it also focused on the specific procedures to be used at M.D. Anderson.

Inservice programs are scheduled about once a month for nurses in each hospital unit to update nurses on new technology or emerging changes in medical care. Instruction is intended to assist nurses in acquiring, maintaining and increasing

Inservice provides updates on new technology and emerging changes in medical care.

competence in fulfilling their assigned responsibilities. Since each hospital unit has a different focus, staff development needs for each unit are different. One unit, for example, was receiving patients who had a new type of bone marrow transplant, so the nurses needed additional information to provide the best care for these patients. The motivational needs for each unit are also different, since some of the units are very stable and have employees who have worked there for a long time, while other units have a large number of new nurses.

Continuing education activities are designed to build upon the knowledge and skills of registered nurses to enhance job performance and personal development. These activities include workshops, conferences, seminars, courses, and self-directed learning. The *M.D. Anderson 1984/85 Catalogue of Education Offerings* lists 20 different descriptions of courses that nurses could take during the year. Content of these courses varies greatly. In the Visiting Nurses Association Exchange program, for example, an M.D. Anderson nurse spends a day as a participant/observer with a staff nurse from the Houston Visiting Nurses Association. This program allows nurses to visit cancer patients in their homes and learn about post-hospital aspects of care. This program requires only eight contact hours, but other programs/courses (such as Basic Critical Care) require over 100 contact hours. This course is intended to help nurses who have at least one year of prev-

ious critical-care experience learn basic critical-care theory and skills through both classes and clinical instruction. Other courses, such as Patient Assessment, prepare nurses in patient screening, general survey techniques, basic assessment skills, and interviewing techniques.

Many of these courses are offered several times a year, and a few, such as the Cardipulmonary Resuscitation course, are offered several times each month. The Advanced Medical Surgical Nursing Program is offered once a month. The program, designed for the oncology nurses in the acute care facility, improves nurses' decision-making ability in life-threatening situations. In the session observed, nurses used a dummy and regular hospital equipment to simulate an emergency situation.

The continuing-education program is perceived as an incentive for nurses to stay at M.D. Anderson. Nurses have the opportunity to learn and grow in their profession and are given released time to take courses/programs.

Instructors and Instructional Activities

Instructors at M.D. Anderson are expected to assume a variety of roles throughout the teaching-learning process: initiator, clinical expert, role-model, facilitator, consultant, risk-taker, and evaluator. Instructors are expected to employ a variety of approaches in teaching. Such a practice is supported by research which demonstrated that adapting instruction to individual differences improves students' cognitive, behavioral, and affective outcomes (Waxman, Wang, Anderson, & Walberg, 1985).

Classroom instruction typically incorporates a variety of instructional strategies. Lecture, group discussion, simulation, case studies, peer teaching, cooperative grouping, and role playing were some of the strategies observed. All classes had a practical focus, but some of the classes more clearly integrated theory and practice. As an advanced medical surgery class analyzed case studies of patients with breathing difficulties, the instructor continually asked higher-level theoretical questions that made students relate present examples to some of the theoretical material they had previously covered.

In addition to being stimulating and knowledgeable, all instructors were supportive of the nurses. The classroom environment was warm and friendly and permitted several confidential discussions among nurses and instructors. It also was apparent that most of the nurses really viewed the instructors as master nurses or role models that they themselves hoped to become.

Instructors are more than classroom teachers; they also work closely with a small number of nurses to supervise, demonstrate, and review procedures in the nurses' actual job setting. Instructors tend to spend about three times as much instructional time in the hospital units with nurses as they do in the classroom.

Instructors spend one-fourth time in classrooms and three-fourths in hospitals working with nurses.

In the clinical hospital unit observed in the present study, the instructor demonstrated to a new nurse how to organize and administer medication to patients. The instructor provided several cautionary procedures and time-saving approaches that were new to the nurse, and then the instructor followed the nurse into patients' rooms and observed the nurse administer patients' medication. The instructor clearly modeled the appropriate behaviors expected of nurses in that unit and followed with appropriate feedback when the new nurse used the same procedures.

In addition to teaching, each instructor is expected to attain and maintain oncology nursing clinical competency in his or her area of clinical responsibility. Consequently, instructors are required to spend at least four hours a week in clinical practice (i.e., direct patient care) in addition to their instructional responsibilities.

Evaluation

Unlike most staff development programs in schools where program effectiveness is often "anecdotal" (Howey & Vaughn, 1983), the Division of Nursing has a very elaborate evaluation system that is adapted from Stufflebeam's (1981) evaluation model. The process of program evaluation

provides the information that is needed to make decisions about the effectiveness of planned change and documents the impact of the change. This decision-oriented evaluation is used to determine whether an activity or program should be revised, continued, or discontinued.

Evaluation is an integral part of the teaching-learning process and involves a determination of the degree to which the learner achieves the objectives. Administrators, instructors, and nurses are all involved in the evaluation process. Most

Self-assessment is part of evaluation.

courses/programs, for example, include self-assessments that nurses must complete to receive credit. Instructors must keep detailed records of how much time they spend in program development, planning, clinical instruction, classroom instruction, and coordination. They keep detailed attendance records and nurse-performance records during their courses/programs.

A variety of data is collected to evaluate instructors: clinical contracts for educational programs, instructor performance standards, clinical instruction evaluation, classroom instruction evaluation, program evaluation, educational rounds, monthly reports, monitoring inservice education reports, and program evaluation plan. Outcomes of the staff development program include increased job-satisfaction, higher staff retention rates, and decreased job-related stress.

Conclusions

Staff development at M.D. Anderson Hospital includes the following crucial factors proposed by Howey and Vaughn (1983) as deemed necessary for designing and implementing effective staff development programs.

1. *Interactiveness.* Staff development considers the interrelatedness of adult-learning principles, the teaching-learning process, the nurses' past experiences, and the present and future needs of nurses.
2. *Comprehensiveness.* Explicit goals and objectives indicate the importance of staff development. The emphasis on the three distinct components of staff development also indicates the comprehensiveness of the program.
3. *Continuity.* Staff development is viewed as a continuous process with continual follow-up and feedback.
4. *Potency.* The focus of staff development is on practical, relevant problems. Staff development is approached from a needs perspective.
5. *Support.* The hospital supports staff development and provides adequate structures and personnel.
6. *Documentation.* A thorough evaluation system provides both formative and summative feedback about the program. The program is ultimately assessed by changes in nurses' behaviors as well as by its effect on patient care outcomes in a cost-effective manner.

In addition to these factors, the close supervision and clinical instruction provided nurses in their hospital units often are not found in school settings. This practice in the medical field is supported by extensive research indicating that coaching and supervision are essential for effective training programs (Joyce & Showers, 1983). Some of the outcomes of the staff development program include increased job satisfaction, higher staff retention rates, and decreased job-related stress.

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ATTENTION TO DETAIL CHARACTERIZES TRAINING AT THE BOEING COMPANY

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Context and Culture

The Boeing Company, founded in 1916 in Seattle, Washington, is now the largest company in the state of Washington and one of the fifty largest in the United States. Employing approximately 98,000 people nationwide, Boeing is the largest producer of commercial jet airplanes in the world and has delivered more than 5,000 airplanes to all of the major air carriers worldwide. The company is also one of the five largest suppliers of defense systems to the United States government, active in the design and development of missiles, electronic systems, helicopters, strategic bombers, and aerial tankers as well as sophisticated space systems. Boeing was also deeply involved in the Apollo/Saturn Moon Landing Program for the National Aeronautics and Space Administration.

Boeing provides training for its own employees, for customers of other Boeing products and services (example, airlines), and as a stand-alone service.

The Boeing Company has four major training components:

1. For airplane companies, focusing mainly on engineering, manufacturing, and office skills;
2. For aerospace companies, focusing on industrial training;
3. For airline customers, focusing on service and maintenance; and
4. For Boeing and other customers, focusing primarily on computer training.

This study focused on the Education and Training Division of Boeing Computer Services. Boeing Computer Services offers more than 150 standard catalog courses covering a wide range of computer topics on many levels — for managers, analysts, programmers, beginners, and users. A complete curriculum concentrates on the use and application of personal computers, including word processing, spreadsheets, and graphics.

The main training center is near Seattle, Washington, with other sites in Vancouver, Canada; Chicago, Illinois; Dallas, Texas; Dearborn, Michigan; Los Angeles, California; San Francisco, California; and Vienna, Virginia.

The Boeing Company has offered structured training programs for over 30 years. More than 600,000 persons have taken courses offered by the Education and Training Division of Boeing Computer Services. Training programs are not restricted to Boeing employees but are also offered to many other corporations of the Fortune 500 industry leaders. While costs of providing training for Boeing employees are assumed by Boeing, other companies are charged a registration fee based on the number of participants for the particular course. Costs per student range from $185 to over $2,000.

Goals and Objectives

While all Boeing programs are job related, participants may choose or be asked to take courses for a variety of reasons.

Employees study at company expense for job improvement.

Boeing employees who are assigned to take courses because the learning will improve their job efficiency, complete the programs on company time at full salary. Boeing employees who take courses that improve their chances for promotion or simply for personal growth may take such programs on their own time in evenings or weekends. They do not, however, pay fees for taking such courses, but they do pay for textbooks.

Instructional Activities

The major format for instruction is lecture and individual activity through hands-on work with computers, but a variety of other methods is used, including workshops and audio-visual presentations. One introduction to a computing videotape

course, *Making it Count*, is offered on 23 half-hour videotapes. While most courses deal directly with computers, a few, such as *Effective Business Meetings* and *Effective Listening Workshop*, concentrate on interpersonal skills.

The computer training is heavily weighted toward technological equipment (e.g., computers, videotapes, software). The major training facility in Washington is a two-story modern building located in a major shopping center 14 miles south of Seattle and less than four miles from the Sea-Tac Airport. Classes are held there in a variety of rooms specially equipped to provide quality training.

Time Management

The field notes of one course are summarized in the following section to convey the flavor of training at Boeing.

> *"If we could first know where we are and whither we are tending, we could better know what to do and how to do it."*
>
> *A. Lincoln*

That quotation loomed large for the 18 participants as the Time Management course began at 8:30 a.m. on August 28, 1985. Eighteen participants (twelve men, six women) were seated in a well-lighted corner room on the second floor of the Education and Training Division of Boeing Computer Services (BCS) for this one-day course. Ranging in age from the 20's to the 60's, the participants (with the exception of the author) were all Boeing employees.

The instructor, a man dressed in a suit, passed out name cards (to be filled out on both sides and arranged in pyramid-like style in front of each participant), a book, *Getting Things Done*, and a workbook, *Effective Time Management Workshop*. Unlike many of the BCS teachers, this instructor was a private consultant hired by Boeing specifically to offer time management training.

Daily announcements were read at the beginning of class:

Training Center Instructions. *Student telephones are located on the wall of the south hallway. Please do not use the cream colored telephones located in some of the classrooms, as they are for data terminals only.*

Vending machines and lunch are available in our cafeteria at the west end of the building. You may eat in the classroom if you wish, but please return food and paper items to the waste bins in the cafeteria.

Students are not allowed in the office areas on the second floor of the building for security reasons.

Instructor's Note. *You are responsible for directing your students and monitoring their actions while they are attending classes at the Training Center. In addition, please take a few minutes at the end of the evening to straighten up your classroom, making it ready for off-hour classes.*

Class rosters are to be placed in the plastic file holder located outside each classroom prior to the start of each class. Rosters must be completed and returned to the file folder by 9:30 a.m. on the first day of class. Be sure all substitutes have included their own social security number on the roster. On the last day of class, the roster and certificates will be placed in the file folder. If students arrive after the roster has been picked up, send them to the Registrar to sign the roster.

Course hand-outs will be picked up by the instructor from the library located on the second floor.

Details are important.

After 50 minutes of the participants' sharing their reasons for taking this course and their experiences in time management, the instructor noted that this was a "practical, not a theoretical course," and that there were three ways to make today a waste of time: (a) by not applying the ideas at all, (b) by trying to apply them all at once, and (c) by expecting to be perfect the first time.

We are not after efficiency (doing the right job), but effectiveness (doing the job right).

"We are not after efficiency (doing the right job); we are after effectiveness (doing the job right)." The remainder of the morn-

ing consisted of "Goal Setting," creating a daily "To Do" list, and *Setting Priorities*.

Following a lunch break, the afternoon session began with a video-tape, *The Time Trap*, which reviewed the 15 most common circumstances that make it difficult for people to manage their time. "The telephone — most executives spend one-third of their time on the telephone (and one-eighth of that time is waiting)."

Following the video-tape came lecture and discussion, with the major focus on the use of a Time Log. Two quotations were underlined in my notes: (a) the strongest drive in man is not love or hate but changing someone else's writing, and (b) the brain is an organic, not linear problem solver (it keeps on working all the time).

Trainers, Staff

For the most part, trainers are Boeing employees, although instructors under contract offer some courses. Instructors must have worked for at least two years in the skill area in which they instruct; most have from five to nine years experience. All employees who apply to become trainers are interviewed extensively; if they are accepted, formal training follows. This focuses on presentation techniques, development of course materials, operation of equipment, teaching theory, and class management. The training is also offered on an informal basis when only one or two instructors are joining the program. About 20 trainers, all of whom work a 40-hour week, staff the program in Seattle. After

Trainers rotate back to regular jobs after two to three years.

two or three years, trainers usually rotate back to their regular responsibilities. A manager of operations directs the training staff.

Instructor Training

Meetings of the teaching staff are held once every two weeks (full-day meetings for day staff, two evening sessions for evening faculty). I sat in on two hours of one of these sessions. The instructor, a former teacher hired by Boeing specifically to work with the teaching faculty, was presenting a Bernice McCarthy exercise on building a T from puzzle pieces when I entered the room. The nine participants (four women, five men) worked on the puzzle while various members took turns giving directions.

"The 500 most commonly used words in the dictionary have 14,000 different definitions." "Clarity" was the major topic for the next exercise. A brainstorming activity led to a list of generalizations about clarity. Also, a handout was shared:

1. CLARITY: Limiting the range of possible interpretations a person can make of our verbal and non-verbal cues.
2. Use all available CHANNELS. This means to communicate verbally, visually, and kinesthetically. Make your point using more than one communication mode.
3. ADAPT to your listeners, and help them adapt to you. Put yourself in your listeners' shoes, see the communication situation from *their* standpoint. Analyze your audience. Avoid jargon. Help your audience adapt to you by giving them the "Big Picture." The more your audience knows about your motivation and intent, the less likely they will misinterpret you.
4. Prefer the concrete, familiar word over the abstract.
5. Use reminders such as "This is important," "Get this point," and so forth.
6. Organize. Link any point you are making with the information that has gone before and with what will come after. Create introductions and internal summaries.
7. Assume people won't understand you the first time you explain important points.

Participants worked in groups of threes to share how they would structure a lesson in which clarity was being stressed. The final activity of the morning was the viewing of a film which described the work and teaching techniques of three University of Washington faculty members who had won Distinguished Professor Awards. Participants spent some time after the film discussing the various teaching techniques illustrated.

Evaluation

All classes are critiqued by the instructor and the students. The major form of evaluation, however, is on-the-job performance. Employees participate in the training to

learn a new skill and must demonstrate that skill when they return to the job. If the participants cannot demonstrate the skill, clearly the training program was not successful (something that seldom, if ever, happens).

Training program is evaluated on participant's job performance.

Participants

Four types of participants enroll in BCS programs. First and foremost are the Boeing employees assigned to the training by their supervisors, Boeing employees who wish to learn a new job-related skill that they may someday need, or employees from other companies who are assigned by their companies to take such programs. The BCS Education and Training Division is registered with the Washington State Commission for Vocational Education and complies with the requirements and educational standards established for private vocational schools in the State of Washington. In addition, certain courses are awarded college credit by Seattle Pacific University.

College and vocational students who enroll in this privately-sponsored training program make up the fourth type of participants.

Relevance for Teacher Education

The major implications for teacher education relate to the criteria used to select trainers and to the nature of persons who need to take the programs. Only persons who have successfully worked for at least two years at the skill they will be teaching are allowed to instruct. In addition, classroom teaching "skills training" is required. Trainers are seen as temporary (two-to-three-year teachers), not career teachers. This provides new perspectives and forces people to remain primarily producers rather than teachers. Would such a system work in education? It is difficult to speculate on outcomes, but such a system might well be field-tested. The energy it takes to be an effective teacher is enormous; burnout and stress problems are constantly being reported regularly by present-day teachers. Perhaps short-term teachers or teacher-assistants are ideas worth considering.

The criteria established for Boeing employees to participate in a program have implications for inservice education. Training essential to on-the-job performance is provided during the work day at full pay; school districts do not regularly do this. Training that will enhance an employee's skills for possible promotion or transfer is taken on the employee's time but is paid for by Boeing. However, school districts do not pay for training that will allow teachers to qualify for a new position such as principal or counselor.

Studying Boeing could be an asset to public educators who wish to gain a better understanding of how quality-assurance standards are applied. Boeing not only applies these standards to its production of airplanes but also to its training programs. Program evaluations, interviews, and observations are used to monitor and improve training programs. Boeing has developed techniques for pricing the costs of training programs. Educators are often frustrated by their inability to estimate the true costs of developing and providing training programs.

Conclusion

The Boeing training program is successful, not only in terms of meeting its own corporate needs but also in being able to attract individual and corporate trainees from a range of other businesses. Boeing Company has established a viable and successful educational program, recognized by the Washington State Vocational Board, a major college, and companies across the United States. Its purpose is clear (to provide technical training for Boeing employees) and it has done this job well. In public education seldom are our purposes clear, leading to results that are vague and unmeasurable. To the extent that educational programs can be measured, Boeing offers educators models that can be emulated.

KNOWLEDGE, PHYSICAL ABILITY, AND INTEGRITY THROUGH TRAINING IN THE BORDER PATROL

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You are in your second year as a U.S. Border Patrol agent with your assignment along the U.S./Mexico border somewhere west of El Paso, Texas. You are alone on duty, and it is late in the evening. You recognize the couple approaching to be a local medical doctor and a Mexican prostitute. The doctor insists that the lady is desperately in need of medical attention available only in the United States. The doctor may enter the United States upon presenting the proper documents, but the woman has been lawfully banned from entering the country. It is expected that you will inform them of this, thereby exposing yourself to possible threats, curses, or attempted bribery. What do you do? What preparatory training have you had that enables you to make a logical, humane decision in this situation? How do you train for these situations?

On your daily rounds in the New Mexico desert, you discover holes dug in a dry river bed, indicating that someone is desperately in need of water. Now your role changes to trying to find someone who could possibly be dying of thirst as well as searching for illegal aliens.

Another time, upon returning illegal aliens to the border, you say, "Adios," and the reply is, "See you this afternoon." How can you maintain your unique perspective of illegal immigration and your strong view of the law of the land without losing your sensitivity to the unfortunate people you apprehend?

Where does one acquire the ability to read human nature well enough that a look in the eyes, certain body posture or tone of voice is the cue to suspect criminal activity, either in the form of smuggling or something more sinister? This chapter explores the training program that prepares people to become agents in the United States Border Patrol system.

Content and Culture

The Border Patrol is a highly trained and skilled officer corps marked by loyalty, dignity, integrity, and pride, enforcing the laws of the land as legislated in Washington, D.C. Its primary mission is detecting and preventing smuggling and illegal entry of persons into the United States. The unique characteristics of the local cultures from New England to California contribute to the vastly different working conditions along the 8,000 miles of land and water borders.

The values held by the Border Patrol are the same throughout the system; each agent must be prepared for shift work, dangerous assignments, and lonely hours. Safety of both the public and the officers is a major concern, with life and death decisions hanging in the balance. Therefore, a rigorous training program is vital.

The education program of the Border Patrol is initiated in the recruitment procedures. It begins by making the general public aware that the Patrol needs agents. This is done through career days, shopping mall displays, media advertisements, and university recruitment. Recruitment is open, with no minimum age and a maximum age of 35; the applicant must have a high school diploma or GED, at least one year's work experience at the GS 4 level or its equivalent or a college degree, and be in sound physical condition. There are also minimum vision and hearing requirements. All applicants must score at least 70 percent on the General Knowledge Test administered by the Office of Personnel Management.

After passing this test, applicants are interviewed by a panel of three Border Patrol agents who examine their interpersonal skills, judgment, and problem-solving abilities. Interviews are rigorous and vital, for those who pass become colleagues

Only one in five applicants is chosen.

upon whom the panel members one day may rely for their lives. As a result of these interviews, only one in five applicants is found to possess the qualities necessary for a Border Patrol career. A medical examination is scheduled, and a complete background check of the applicant is initiated. The applicant is placed on a waiting list and notified when a new training class is being formed.

Once the applicants have been accepted for duty, they report to Border Patrol Headquarters, El Paso. The next three days are spent in orientation to the Border Patrol. Participants become familiar with driving tests, contractual agreements, and health and life insurance forms, for example.

Trainees are then flown to Glynco, Georgia, where the Border Patrol Academy is located, to begin initial training. Trainees arrive in Glynco on a Thursday evening. Friday is spent in orientation, preparing for the next 17 weeks of intensive training. Necessary gear is issued (including books and assignments) on Friday, and more paperwork is completed. For the trainee, the weekend provides time to assess newly acquired material and study in preparation for Monday when classes begin. Additionally, these two days can be used profitably to become acquainted with the facility at Glynco.

The Federal Law Enforcement Training Center, located at Glynco, is one of the largest in the world, and a majority of the Federal law-enforcement agencies in the U.S. avail themselves of it. The facility is unique in that it prepares the trainee both academically and physically.

The academic portion of the Academy requires first and foremost that all candidates acquire knowledge of Spanish, because all recruits spend at least their first two years of duty on the U.S./Mexico border. All agents assigned to the Mexican border must be able to read, write, and speak Spanish with a work-related proficiency. Three other areas are given almost as much attention in the training program as language development: law, firearms,

Training is specific and intense.

and physical fitness. The study of law includes Immigration and Nationality Law, Criminal Law Evidence, Court Procedure, and Statutory Authority.

Firearms training goes far beyond just the ability to use a weapon. The curriculum includes basic marksmanship, judgment pistol shooting, decision reaction, instinctive reaction, quick point, reduced-light firing, care and use of firearms, and range safety.

Physical training at the Academy is just as demanding as firearms training and the academic component. Agents must be in good physical condition, as many duties require physical exertion under rigorous environmental conditions. Sound physical condition and good muscular development are necessary to perform these duties safely and effectively.

Instruction in other areas is just as intense but not so lengthy. These areas include procedures of the Immigration and Naturalization Service, preparation of reports, methods of operation in the Border Patrol, fingerprinting, First Aid, care and use of government property, patrol-vehicle operation/pursuit driving, and behavioral science.

Goals and Objectives

The Border Patrol is a law enforcement unit of highly-trained officers, traditionally marked by intense loyalty and strong esprit de corps. The mission of the Border Patrol is to detect and prevent smuggling and unlawful entry of aliens into the United

Loyalty and esprit de corps permeate the system.

States. The training programs at Glynco and El Paso are designed to prepare trainees for specific tasks. These tasks include: (a) techniques of surveillance; (b) follow-up on leads or tips of smuggling or unlawful entry; (c) response to sensor alarms; (d) response to aircraft sightings; (e) interpreting and following tracks; (f) interpreting other markings of physical evidence; (g) farm and ranch checks; (h) traffic checks; (i) city patrols; (j) transpor-

tation checks; (k) freight train checks; and (l) other anti-smuggling activities.

The goals and objectives of the Border Patrol remain rather stable, as its mission is clearly stated. The curriculum to meet these goals and objectives changes as the need arises in the field. Electronic surveillance devices and sensory alarms are relatively new equipment, thus training in their use has recently been implemented in the Academy program of studies.

Instructional Activities

Instructional activities are varied at the Border Patrol Academy, due to the broad information base used for the curriculum. The program of studies includes approximately 50 different areas. Some areas require only two clock hours of instruction, but others, such as Spanish instruction, require 216 clock hours. For a summary of the larger blocks of time allotted in the program, see Table 1.

Table 1
Program of Studies at Glynco, Georgia Training Facility

SUBJECT	CLOCK HOURS*
Spanish	150
Conversational Spanish	30
Spanish Lab	36
Physical Training	112
Immigration Law	72
Firearms	52
Driver Specialties	32
Nationality Law	24
Statutory Authority	18
Alien Processing	17
U.S. Customs Crossing Training	12
Criminal Law	12
Communication	8
Civil Disturbance	8
Forms/Correspondence	6
Constitutional Law	4
Stress	5
Finger Printing	4
Report Writing	4
Values	3
Latin American Culture	4
Law of Detention and Arrest	4
Officer Integrity	4
Document Fraud	3
15 Separate programs with 2 hours each	
10 Separate programs with 1 hour each	

*Clock hours for each program do not include lab and drill time.

Following 17 weeks of training at Glynco, new Border Patrolmen continue their classroom training in El Paso, Texas, for the following six months. The curriculum at El Paso consists of Spanish and Law, and the trainees attend in-class activities one eight-clock-hour-day per week.

Methods of Instruction

The programs in Spanish, law, stress, report writing, values, and alien processing are largely presented by lecture and lecture/discussion methods. Instruction in Spanish also uses the aural/oral method. Physical training, firearms, driving specialties and finger printing are presented both by lecture and hands-on activities.

The instructional methods used in El Paso and approximate time for each are presented in Table 2.

Table 2
Instructional Methods Used in Border Patrol Training

PRESENTATION	PERCENT*
Lecture-lecture/discussion	90
Demonstration	3
Visually	1
Group planning/organizing	1
Routine managerial talks	2
Informal discussion	1
On-site activities	2

*Percentage of time spent on each teaching method employed by instructors in the Border Patrol Training Program, El Paso, Texas. (These statistics relate only to the structured one-day-per-week training and not to on-the-job-training received the other four workdays of each week.)

An examination of Table 2 reveals that lecture and lecture/discussion methods dominate the instructional process in this phase of the program.

The instructional manuals used by trainees and instructors are well organized. The schedule of topic presentations is tightly structured, and every attempt is made to stay within the plan. Materials utilized include maps, overhead transparencies, projectors, VCR's, and photographs.

Upon leaving Glynco recruits return to their sector and continue training by partic-

On-the-job training is extensive and carefully monitored.

ipating fully in Border Patrol field activities four days a week, while attending classroom sessions one day a week. This section of the process covers six months,

with exams at the six-and-one-half month and ten-month intervals. Classroom sessions concentrate on Spanish and Law.

The post-Academy period is truly on-the-job-training in every sense of the word. The agent drives, rides horses, surveys by air, walks, runs, chases, makes arrests, and generally practices all that has been and is being taught in the program of study. During this time the instructors and experienced officers monitor and assist trainees both in the classroom and on the job. Part of the instructors' duties includes counseling the trainee, as well as providing a liaison with officers in the field.

Once the ten-month examination is passed, the trainee completes a full year of active duty but still is considered probationary. The second year is also a continuation of the training process. At the beginning of the third year, the trainee advances to the journeyman level. Guidance, suggestions, and other help are available throughout this period as the trainee gradually assumes full journeyman status.

Trainers and Staff

The instructors at the Border Patrol Academy can be in one of three categories: permanent instructors for basic courses applicable to all agencies, regular Border Patrol staff, or Border Patrol agents brought in on a temporary basis to instruct in a specific area of expertise.

Any journeyman Border Patrol agent may apply to be an instructor at either Glynco or El Paso training centers. There are always more applications than positions to be filled. The number of applications reflects the tremendous amount of pride and dedication that seems to permeate the Border Patrol. Teaching offers no more reward to the individual than any other assignment

Instructors come from and return to the field.

in which agents might normally participate. The vacation time is the same, sick leave is the same; in other words, all the prerequisites in the Border Patrol are the same regardless of the assignment. When an individual is chosen to be on the regular teaching staff at the training center in Glynco, it is assumed that the tour of duty will be for a period of three to five years. In the post-Academy training at El Paso, however, new instructors are assigned every year or every other year.

Teaching is very demanding, and agents have had little formal training in how to instruct. There are only limited methods courses for the Border Patrol, so instructors must be creative and develop their own teaching style. Educators will understand the time-consuming task involved in developing one's own technique of teaching. The content of the instructional program is determined by the curriculum, but instructors draw from their own experiences in both training and the field, the know-how to teach the material to trainees. Generally speaking, the administration and teaching staff agree that after one or two years the El Paso post-Academy instructors should transfer back to the field. As in education, a resume that demonstrates breadth and depth of experience is viewed favorably when application is made for advancement.

Evaluation

Skills acquired by the agent/trainees at the Glynco training center are put to immediate use when they arrive in El Paso; they are assigned to a veteran agent for the second phase of their training. Four days per week the agent/trainee assumes the full responsibilities of a Border Patrol agent. During these four days, the Glynco training

Training program is judged and improved through agent feedback.

program is given the "acid test." The progress of the agent/trainee is central to the Border Patrol program evaluation. Assessment of the trainee is made by both the veteran agent and the training officer. Any weakness appearing in the agent/trainee's performance is immediately assessed to determine whether lack of the skill is a result of poor instruction at one or both of the training centers. Some trainees suggested that more emphasis on alien processing, sign cutting and tracking would be beneficial. However, the trainees interviewed felt that the training program as a whole was relevant and helpful, especially the courses in law and Spanish.

In addition to extensive program evaluation, Border Patrol activities are under continual evaluation. Many changes have occurred over the years in the Border Patrol just as they have in education. With the

advent of the automobile, jeep, van, motorcycle, airplane, helicopter and motorboat, the "old faithful horse" became obsolete, so it was permanently retired from the service — or so everyone thought. Many years and experiences later, documentation shows that in certain cases an agent on horseback would have far more success than with any of the more modern modes of transportation. So, use of the horse patrol has been reinstituted in several of the southwestern Border Patrol sectors.

Conclusions and Implications for Teacher Education

What makes this training program so successful? What makes these trainees so dedicated that very few leave the Patrol before full retirement? In these days of permissiveness and innovative educational techniques, should educators look once again to rigorous discipline, intensive curriculum, and high standards? This is the method used by the Border Patrol Training Program to develop their fine corps of officers. The spirit, values, and standards of the Border Patrol are introduced upon recruitment and reinforced continually, thus becoming an integral part of each officer. The enthusiasm exhibited by the trainees observed and interviewed demonstrates the effectiveness of this program. The respect for their instructors, pride in their newly acquired skills, and anticipation of their vital role in preserving the integrity of the borders is evident. Border Patrol agent/trainees exhibit tremendous pride, knowing that they have survived the intensive physical and academic training provided. Those moving into their first year as agents know only too well the frustrations and anxieties that have been part of the rigorous months of training. The recruits interviewed emphasized that anyone without a strong positive attitude, mature coping skills, and ability to manage time effectively would be at a severe disadvantage.

Not only is the curriculum intensive in content, but it is delivered without the frills so evident in education today. Trainees interviewed emphasized that their high school programs did not adequately train them in study skills, content, or self-discipline. These trainees recognize that everything that is taught in their training program is absolutely vital to their careers and possibly to their lives. This implies that the curriculum of a successful training program should be relevant and meaningful to the student as well as meeting fully the requirements of the organization.

Training is disciplined, without frills, and goal-oriented.

The trainees in this program also know that the rigorous training gives them additional mobility and perhaps an advantage in seeking employment in other governmental agencies, such as Customs or the Marshals Service. It also might be noted that the delivery of this curriculum is mostly lecture/discussion and ignores contemporary and experimental techniques used in regular classrooms today. The demeanor of the trainees, from their personal appearance to their attitude, reflects the value placed on their training process and indicates the high degree of respect exhibited for the program, themselves, and others. The training sessions have a disciplined atmosphere but are without tension, and a comraderie and a sense of humor is shared among the trainees and with their instructor. They all seem to realize that the attainment of the goal is worth the effort.

How can teachers in schools and colleges make students aware of goals that are not as immediate or apparent as those in the Border Patrol? Can daily objectives in any subject area be made as meaningful and as motivating as in this training program? Are teachers aware of their short- and long-term objectives so that they can be made clear to students? The common objectives of the Border Patrol training program and the Border Patrol are made clear upon recruitment and are maintained throughout the career of the agent.

Border Patrol instructors have not had the benefit of a formal teacher education program, yet are effective in presenting material, establishing an appropriate classroom atmosphere, counseling trainees, and providing a liaison role between trainees and veteran agents. Instructors volunteer for teaching duty with very few benefits, yet are rewarded by realizing they have had a part in the maintenance and development of a highly successful officer-training program. Can students understand that their schooling is, in part, a training program for life skills?

THE DISNEY APPROACH TO PEOPLE MANAGEMENT AND TRAINING

Fanchon F. Funk
The Florida State University
Deede Sharpe
Walt Disney World Co.
Mildred M. Usher
Bainbridge Junior College

The small neighborhood school is going the way of the one-room school house. Schools have grown into large organizations, mass people-handlers. Among the greater challenges facing teacher education today is the challenge of preparing professionals for mass people-handling while teaching and demonstrating concern for the individual.

Walt Disney World Co. was identified by Peters and Waterman (1982) as one of the best examples of improving service to people through their people management program. N.W. Pope (1979), Vice President-Marketing, Sun Banks, Inc., observed "how Disney views its employees, both internally and externally, handles them, communicates with them, rewards them, is ... the basic foundation upon which its five decades of success stands; it is what Disney does best."

What do education and Disney outdoor entertainment have in common? Both deal with masses of people with individual needs and interests. Both build on the promise of technology and optimism for the future. Both rely heavily on motivation to achieve a common end product, that of enjoyment and learning. The classic Disney formula for quality entertainment dictates that all entertainment be timeless, provoke feelings, stimulate thinking, encourage creativity, and promote learning.

The Disney Corporate Culture

The corporate image, "The Finest in Family Entertainment," is projected and maintained through an ongoing commitment to training and people management. Creating happiness and serving individuals ("Every Guest a V.I.P") is the cornerstone of the corporate policy, as well as the essence of the product at Disneyland in California and Walt Disney World in Florida. For the Disney organization the two terms, *training* and *people management*, are almost synonymous. Attitudes, quality, and commitment to the Disney philosophy must be encouraged and supported

Every Guest a VIP.

by management on a daily basis if training is to produce the desired result.

Corporate terminology reflects the built-in commitment to service. People who pay to visit the parks, stay in Disney hotels, eat at Disney restaurants, or make purchases in Disney shops are not, as Peters and Waterman (1982) noted, customers with a lower case "c," but Guests with a capital "G." The employee sweeping Main Street, U.S.A., is not a janitor, but a *host* or *hostess* to the thousands of *Guests* he or she will see that day. Disney employees are not employees, but *cast members* who have a very specific role in the show. All work from similar scripts and speak a common language (e.g., casting, guest).

Company policy strives to maintain the magic. Cast members do not complain about personal or supervisory problems while on the job. They never eat, chew gum, or smoke while in public areas. Personnel are neat, well-groomed, and wear costumes created especially for their roles. Commitment to guest happiness is so complete that temporarily disgruntled employees still work hard at pleasing guests because of an instilled commitment to service for the company. Hosts and hostesses become walking, talking, smiling "information booths." It is estimated that on a busy day more than 500,000 questions are individually handled by Disney hosts and hostesses. "We may entertain more than 100,000 guests in a single day, but we do everything possible to entertain them one at a time (*Walt Disney World & You*, 1982)."

The corporate focus is on *individual* Guests, over 20 million people who visit the Walt Disney World Resort each year. Most of all, employees become "people experts." *The Wall Street Journal* (Stein, 1975) stated, "You can see more respectful, courteous people at Walt Disney World

in an afternoon than in New York in a year . . . it seemed as if everyone were running for city council."

Walt Disney World Co. is noted for anticipating audience and individual guest needs. Disney attention to detail and staying close to the customer are among its most important management fundamentals. Primary cast responsibilities are to provide quality experiences to ensure that guests feel they are getting their money's worth. If there is no audience, there can be no show.

Training Challenges

The diversity of job skills and backgrounds of approximately 20,000 Disney cast members for over 900 different jobs mandates special emphasis on training to establish commonalities, corporate culture, and commitment to the overall mission. Special problems arise from the limited labor base of Central Florida, the competition for workers in the area's rapidly expanding hospitality industry, and the average 15 miles one way that employees must drive to jobs at Walt Disney World Co. These extraneous factors, combined with the repetitive nature of many hourly jobs, the constant demands of the public, and the evening, weekend and holiday work hours mandate effective training programs to ensure high employee morale as a requisite to consistently high quality guest service. How Walt Disney World Co. creates a commitment to mission and pride in the product among its employees is the focus of the Disney University Training and Development Programs.

Disney is unique in its eclectic mixture of management styles and methods. Disney focuses on the human elements of friendliness and informality. Teamwork is emphasized in the production of the show. Pleasing the audience is everyone's responsibility. All roles are vital, and all jobs are important. The most important jobs are considered to be the hourly jobs, the employees who meet and greet the guests every hour of the working day. "The broader the base, the higher the peak" means that the more front-line people understand and reflect the philosophies and directions of the organization, the more likely the organization is to achieve greater heights. Management is strongly committed to a people-oriented approach to leadership. A Disney leader gets results through people.

The broader the base, the higher the peak.

Disney believes that leadership is a science that can be learned like any other skill. The Disney approach is to develop *human relation skills*, the ability to work positively with people; *communications skills*, the ability to get ideas across openly and honestly, while finding out what other people have to say; and *training skills*, the ability to create an efficient work group in which each employee receives the necessary training for competent performance. Other leadership skills are developed in areas of planning, organizing, directing, and controlling team efforts.

The corporate training goal is to produce cast members who have the knowledge, skills, and understanding to represent the "Finest In Family Entertainment," to produce employees with confidence, and to make them effective members of the team. Because of this training, job seekers with Disney experience are among the most sought after in the service industry. Job knowledge, skills, and understanding translate to specific job training and an awareness of corporate goals.

Training, A Disney Tradition

Disneyland in California was built to provide a new dimension of outdoor recreation for the whole family. Passive audiences were taken out of their seats and placed right in the middle of the action. This was quite a departure from the traveling carnivals and sideshows of the day. Walt Disney's vision was so severe a departure from the norm that all observers, including the bankers, predicted "a Hollywood spectacular . . . a spectacular failure" and refused support. From the business community's reaction, Walt knew that his idea would not readily be understood. From the beginning, Walt Disney determined that if this new concept of guest service was to become a reality,

his strong commitment to training had to be implemented. Company-wide training was created to teach the Disney traditions and guest service to employees.

The Disney University Training Programs are designed for all levels of workers. Training programs for hourly employees vary from two to eight hours in length. Training programs for salaried employees vary from three hours to seven days in length.

Job-specific skills are the responsibility of the Divisional and Departmental Training Offices. The complexity of the training and the size of the Divisional Training staff varies with the complexity of the jobs, the skill of the entry level employees, and the number of employees. Some divisions, such as Facilities, responsible for building and maintaining the attractions and sets, have year-long internship programs in conjunction with local post-secondary vocational institutions. Others, such as Marketing, which hire experienced and highly qualified professionals, use their training office primarily for coordination and maintenance of company/corporate culture.

Each divisional training office is headed by a training advisor. The role of the training advisor is to plan and coordinate job training specific to the division, communicate company-wide and corporate training needs to Disney University and coordinate the delivery of company-wide programs within the division. A training advisor is a person with extensive experience within the division and often with other divisions in the company.

Training advisors meet with supervisors within the division to maintain quality control and ascertain training needs. Training advisors meet together to consolidate company-wide training needs and programs. Each division of the company, from Foods to Landscaping, from Security to Facilities, has its own training office with its own training advisor, staff, and trainers to ensure that each job is performed to standards.

Employees are trained with consistency and in the traditions of Disney. These

Employees are trained in the traditions of Disney.

traditions, explained in the *Disney Trainers' Handbook* (1985), are: uniqueness, quality, value, show, friendliness, safety, capacity, and efficiency/productivity.

Each division designates trainers, persons selected by their supervisors, to conduct one-on-one training for people new to the job. These front-line people work full-time in the jobs for which they are training others. They themselves receive training in the fundamentals of training before being declared a Disney trainer. Basic learning concepts, motivational techniques and the art of criticism are among the topics covered in "Disney Trainers." Trainers are introduced to the technical skills required and the basic learning concepts, using a five-point emphasis: prepare yourself, prepare the learner, explain the job, try out performance, and follow-up. The bottom line of the training program is, "if the learner hasn't learned, the trainer hasn't taught (*Training Tips*, 1985)."

Training Sets the Tone for the Disney Work Experience

Training begins in employment interviews, called *casting*, not *interviewing*. There the prospective *cast member* is told of company standards, expectations, rewards, and demands. In other words, "This is what we stand for; this is the image we project. If you can't buy into this philosophy, you don't belong here."

Candidates are encouraged to make decisions about the consistency of the organization's goals with their own goals

"What's in a name?" At Disney, everything.

and about their willingness to work to help achieve company goals. Beginning with the interview, a high standard of performance is clearly communicated. Even the language of the interview sets expectations. The building is labeled "Casting," and the interviewer speaks of "Guests" and being "on-stage."

On DAY ONE, everyone attends Traditions I before undergoing specialized training. Traditions I is an all-day session that welcomes new cast members to Disneyland or Walt Disney World Co., while stimulating enthusiasm toward new roles and pride in being part of the Disney organization. The program creates an awareness of the scope of the organization and sets the tone. It attempts to instill in the "new hire" four major concepts: an appreciation and understanding of Disney traditions and philosophies; a broad perspective of Walt Disney Productions — past, present, and future; the individual's importance in the show; and the individual's responsibilities as a cast member. This eight-hour workday includes lunch and a comprehensive tour of the property and facilities.

Each employee is given a copy of the policy handbook, a well-illustrated, conversationally-written publication entitled *Walt Disney World and You* (1982). This publication includes many of the cues needed in interpreting the Disney way of doing things.

On DAY TWO, cast members report to their assigned division for job-specific training, and within two to fifteen days, depending on the job, they are checked by Disney trainers for an "on-stage" performance. Trainers observe frequently at first, periodically thereafter, to see that the performance meets Disney standards. If not, retraining or a temporary job reassignment may be recommended.

Probationary periods or "get acquainted" periods determine whether or not expectations regarding employment are met. Probationary periods vary.

From there, the company-wide training addresses company-wide needs, or a reapplication of "pixie dust." For example, "Put a Smile in Your Voice" is a company-wide training program on telephone courtesy for secretaries and receptionists; "We've Come A Long Way, Mickey" is an update for long-time employees on what the company has achieved and its plans for the future.

Outcomes of Training

Interviews with employees concerning training programs revealed the following feelings about the company:

1. Pride and belief in the organization
2. Positive attitude toward guests, being on-stage, and a representative of the company
3. Open-door policy of supervisors
   a. They will listen.
   b. They don't "shut you off."
   c. Every employee is important and appreciated.
   d. "We'll see what we can do" rather than "no."
4. Specific objectives, but allow for flexibility
5. Exposure to the entire organization
6. Company believes in you, what you do, and your importance
7. Continually smile because you want to; "If you love your work, tell your face."
8. Compatibility — people supporting people, people respect, not correcting in front of anyone else
9. Getting people involved makes them feel at ease
10. Company *sincerely* seeks opinions of employees and takes them into consideration – "I've Got an Idea" program, Employee Opinion Poll
11. Excellent public relations (internal and external). The company newsletter mentions employee names, pictures
12. Special discounts for employees makes you feel important to the company
13. Good training materials, not outdated or shabby
14. S.O.P.'s (Standard Operating Procedures) for each division provide consistency throughout the organization
15. Each person is a V.I.P.; every employee is important.

Disney Also Teaches Guests

Walt Disney World Co. offers a variety of learning programs to guests of all ages. Seminars on the Disney approach to training, staff development, image-building, and communications are specially designed for educators, business persons, conventions, college groups, and professional associations. Seminars also are conducted at college and adult levels in culinary arts, engineering, urban planning, curriculum project development, and art appreciation. Landscaping, photography, and cultural understanding are taught daily to adults. "DestiNations" is a program of

cultural studies and international understanding for high school, college, and adult groups. "Wonders of Walt Disney World" is a nationally recognized off-campus learning opportunity for young people, ages 10-15.

Training Trainers

The professional seminars for Disney instructors are conducted by Disney management. All daily seminars are conducted by regular front-line Disney staffers with at least undergraduate degrees in education or in the content area, e.g., horticulture. Content specialists may or may not have had communications training prior to becoming a one-day-per-week seminar instructor.

Instructors with undergraduate education degrees and teaching experience frequently demonstrate too great a dependency on one-way communication and too little ease with group and interpersonal dynamics. So, again, the training becomes a two-pronged approach: (a) what to communicate, i.e., the content, and (b) how to communicate, i.e., the delivery.

Content specialists are concerned with the *what* and *why*. Training aids, manuals, notebooks, audiovisuals, hand-outs, and print materials have been developed by Walt Disney World Seminar Productions with the guidance of the content experts. Experts in the subject area, from the training advisor of horticulture to the program specialists for Eastman Kodak Company, work with the instructors on the content; the "why's" of the instructional format and organization; and the history, philosophy, and background behind the content.

Walt Disney World Seminar Productions demonstrates the "how." Taking a cue from Traditions I, training focuses on the importance of education to the company, the history behind the current seminar program, and the corporate commitment to the concept of using company resources to support schools and learning. Via either written or personal communications, top management expresses enthusiasm for the seminars and appreciation for the

Training models expected performance.

instructors' involvement. From the very beginning, new seminar instructors realize that they are becoming a part of something important, not only to the corporation, but in a broader sense to the American and international community of learning. This instructor-orientation day follows one or two days of observation, so new instructors have a framework for analysis and questions.

After a fairly heavy discussion of theory and practice, instructors meet onstage Disney performers. Disney entertainers share their time-tested tricks for capturing and holding an audience. All the documented technical skills of teaching (e.g., movements, gestures, pausing, facial expressions, eyes, vocal delivery, over-all energy level) are discussed by the performers, who then demonstrate, in an actual performance, the differences on audience impact.

The concepts of *show quality* and *guest service* translate to the instructional setting as instructor candidates perform in front of the video camera for playback and group critique. As in other on-stage roles, beginning instructors are monitored frequently and veterans periodically for positive and constructive feedback. The critique form used in training becomes the list of expected on-stage behaviors and directs discussions between instructor and supervisor on observed performances. This list is an adaptation of validated teacher competencies from certification studies around the nation.

Also featured in the instructor-training program is a panel of experts on effective teaching. These "experts" are six or seven volunteers from the target audience. For example, "Wonders of Walt Disney World" instructors hear a group of twelve-year-olds discuss what they like and do not like about different teachers and teaching styles.

The young people meet with staff prior to the session to prepare their presentations and think about responses to likely questions. Instructor candidates are encouraged to speculate what these learner reactions might imply for preferred teaching styles. Successful veterans moderate the panel, sharing with prospective instructors the joys and challenges of teaching.

After five years' experience with learning programs for college, secondary, and middle school youth and two years' experience with educators, other professionals, and adult guests, Disney recognizes the obvious: the phenomenal success of these learning programs is primarily attributable to the skills and the motivation of any given instructor on any given day. The care, interest, and instruction expected to be shown the individual seminar participant is demonstrated toward the individual seminar instructor. Again, as in all Disney training, seminar instructors are treated as Disney expects them to treat seminar participants. Training models expected performance.

The First Job Is Not The Last

Career planning and placement plays a major role at both Walt Disney World Co. and Disneyland. Updated Personnel Inventories are kept in computer files for every employee so when an opening occurs, currently eligible, qualified employees are the first to be contacted. Career Forums are held by the different divisions in which job opportunities and requirements are outlined for those interested in a change.

Disneyland in California offers an outplacement service to those with years of demonstrated competence in hourly roles for whom there is limited opportunity for advancement. The Outplacement Office helps these cast members find appropriate employment outside the company rather than become stale and disgruntled at a job they have long since mastered.

Both Disneyland and Walt Disney World Co. have a strong promotions-from-within commitment. Extensive training programs in every area are offered to facilitate advancement for cast members. Both companies have options for lateral movement and liberal educational reimbursement to help cover costs for job-related education. In the case of any job opening, an experienced, competent Disney employee is preferred over an outside applicant.

Employee Recognition and Rewards

Everyone in the Disney organization is on a first-name basis. The President of Walt Disney Attractions is Dick. All cast members wear name tags with first names only, regardless of rank. Other rewards are similar to many companies. After five years, the employee is eligible to participate in "We've Come A Long Way, Mickey," a multi-day reorientation program

Recognition and "thank-you's" are numerous and frequent.

complete with meals. Company executives highlight achievements since the employee signed on. Ten years marks the employee's first Service Award Banquet, at which he or she is presented with a wall plaque for distinguished service by the company president and his or her vice-president. Every five years thereafter the employee attends the Service Awards Banquet and is presented, again by the president and vice-president, with a bronze replica of the Cinderella Castle or a Disney character, depending on the length of service.

Letters from guests commending specific cast members are reprinted in the weekly newsletter and circulated to management. Cast members with ideas for improvement are rewarded through the "I Have An Idea" program. The promotion-from-within policy, discussed previously, recognizes and rewards outstanding achievement.

The most valuable reward system within Disney parks is the recognition by supervisors and top management of individual contributions. It is not unusual for a vice-president or director to congratulate employees on their birthdays, hire-date anniversaries, or on achievements of major milestones. Top executives often can be seen in the parks talking with cast members. This attention to individual cast

members, to their achievements and interests, translates into the individual attention received by each of the 20 million annual guests.

The decor of employee backstage areas, ongoing cast communications, day-to-day interactions between supervisors and cast members are all part of the constant reinforcement of Disney standards and commitment to quality and guest service. These and countless other techniques are aimed at maintaining a commitment to mission, a pride in the product among employees. Through its training and management programs, the Disney organization maintains a day-to-day effort to achieve, among every facet of the operation, "The Finest in Family Entertainment."

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TRAINING PROGRAMS FOR CURRENT AND LAID-OFF WORKERS AT GENERAL MOTORS

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The Context

General Motors Corporation has had a dramatic impact on the lives of individuals and their families in Flint, Michigan. Whether an executive lives in affluent Grand Blanc or a production worker lives in northwest Flint, General Motors and its resources influence the activities of the citizens of Flint. General Motors was incorporated in 1908 in Flint; over the following decade it expanded to include several makers of automobiles, a truck company and a group of supporting companies.

Throughout the years there have been many challenges. During the 1930's and 1940's, the appearance and performance of

General Motors changes to meet new challenges.

the automobile were of utmost importance. With the advent of World War II, General Motors converted 36 divisions to building wartime products. To facilitate the service and maintenance of its products, GM provided a staff of its own technicians on the fighting fronts of the world and established in the United States GM-operated training schools which trained 62,346 Army and Navy instructors and technicians (General Motors, 1983).

The 1970's provided another time of transition and change. Fuel economy and foreign competition demanded changes in automobile size and styling. An economic recession in the late 1970's challenged the structure of GM, and recently, the joint venture with Toyota of Japan introduced a new dimension.

In today's increasingly technological society, the automotive industry continues to experience dramatic changes. With increased automation, the use of robotics, and new high-tech occupations in the automotive industry, the demand for skilled trade workers has decreased. An automotive worker who previously enjoyed steady employment, high hourly wages, and lasting security may find himself or herself on an extended layoff with few skills to compete in today's manufacturing environment. At the beginning of 1984, there were 9,000 laid-off UAW-GM employees in the Flint area (General Motors, 1984). This illustrates the increasing importance and need for workers to be trained for high-tech occupations.

Jobs most frequently taken over by robots and computerized factory control systems are blue collar, semi-skilled occupations (Sanger, 1984). The automotive worker can either enter extensive retraining for a highly-skilled job or take a low-skilled service job. As a result, many workers have opted to enter a period of retraining.

Placement and Training Program

In recent contract negotiations, the United Auto Workers and General Motors Corporation reached an agreement which resulted in the creation of a jointly-administered UAW-GM Placement and Training Program in Flint. The program is unique in its inception and purpose as an innovative model of cooperation between labor and management. Both UAW and General Motors are demonstrating that it is to their mutual advantage to begin solving together the problems of the unemployed worker.

The Placement and Training Program (P.A.T.) is designed to serve the needs of

Special Placement and Training program aids laid-off workers.

laid-off workers and those workers who face potential layoffs as a result of changes in the automotive industry. It is obvious that such a program is needed. In administering the program, the Placement

and Training Center serves the needs of the manufacturing and business community as well as assisting laid-off workers. In using the P.A.T. Center as a resource, employers do not incur any costs in locating or training suitable employees.

There are four basic goals and objectives in the UAW-GM Placement and Training Program: identification, assessment, education and training, and placement. Employers have the opportunity to identify available skilled workers. Occupations that now are or will be in demand are classified to match the employee training. P.A.T. focuses on both eligible laid-off and active UAW-GM employees. GM workers' abilities are assessed with recommendations for placement opportunities or for retraining programs. Laid-off workers may also be trained for certain high demand occupations such as computer-system operations, electronics, or medical technology. Another advantage of the assessment process is that employees who lack basic reading, mathematics, or communications skills have the opportunity for remedial training offered by local schools. Finally, placement is an important component of the P.A.T. Program. For the worker who is searching for employment opportunities, the P.A.T. Program provides referrals to community organizations and local industry.

To identify eligible workers for the program, counselors inform workers of specific programs and a Tuition Assistance Plan. Both laid-off and active employees with at least one year seniority are allowed up to $1,000 per year for tuition and fees for approved courses. In addition, workers with appropriate seniority who elect to participate in a retraining program are eligible for up to four years or $4,000 in tuition assistance. With information about specific programs and possible job opportunities, workers are then certified to participate in the P.A.T. Program (General Motors, 1984).

Participants undertake a program to assess skills, abilities, interests, and occupational goals. With the aid of counseling and a computer system, the worker receives a comprehensive plan for retraining.

Some workers are placed in separate educational programs to upgrade basic skills or to prepare them for specific job opportunities. Such a program is found in the Buick Employee Development Center in Flint. Through joint efforts of Buick and UAW, the Center provides available educational resources in the community so workers can complete a high school diploma, pursue technical training, or attend one of the community colleges. The Center is located in a former junior high school building.

Trained counselors assist each employee with a personal development program and schedule related to needs and aspirations. Most of the instructors are former Flint public school teachers, with experience in the urban setting, who are both flexible and supportive. Some instruction is on a one-to-one basis, but most is through organized classes.

As with any adult education experience, there is a tremendous need for patience and skill on the part of the instructional staff. Many workers find it difficult to return to school and the discipline of instruction. Many high school dropouts have enjoyed the benefits of a relatively high-paying production line job without the costs of advanced education. Shocked that their jobs are being replaced by robots, some students reluctantly attend classes.

Workers who have not attended school for years often find it difficult and frustrating.

Other unemployed workers approach the classroom with insight and enthusiasm. Although some are lacking basic skills, their determination and perseverance become a model to others. Younger workers often consider an opportunity for academic work funded by the corporation as a real benefit. For the worker who lacks the personal financial resources to acquire an education, the P.A.T. Program becomes a boon to his or her future security and livelihood.

The major goal is placement for workers who have completed training in the P.A.T. Program. The Center works in cooperation with the Michigan Employment Securities Commission, a private-sector employer committee, and representatives of the

Chamber of Commerce, National Manufacturers Association, and Economic Development Commission. In essence, the Center has developed a local resource network of private industry, government agencies, and educational institutions to provide training and placement opportunities for laid-off General Motors workers.

For workers who possess undergraduate degrees, inservice opportunities are offered as an incentive to explore new areas of expertise related to their specific jobs or to investigate topics that will enhance their

Inservice is based on needs assessment.

performance in the workplace. As a result, training and development directors contract with outside agencies to deliver specialized services.

Needs assessment tests are administered to ascertain the interests of these employees and to identify appropriate inservice programs. This testing is done by an external agency contracted by General Motors. Consulting firms are encouraged to present their resources to training and development directors to provide options and more flexibility in the selection and screening of inservice programs appropriate to the needs, desires, and interests of employees.

The specific needs of individual students are a top priority. Mastery of oral and written communication skills is a goal for some program participants. Production workers who previously could not read directions for the machines on which they worked have experienced new security after instruction in the basic fundamentals of reading. In contrast, college graduates have opportunities for renewal with exposure to current literature and new technology.

The UAW-GM Training and Placement Program has fostered a closer relationship between management and labor. Joint cooperative efforts between the two groups have opened communication lines. Management and labor have exhibited common goals through specific training programs.

Implications for Teacher Educators

There are many implications for teacher educators in the General Motors-United Auto Workers training program. First and foremost is the realization that teacher educator's skills are not limited to public school or university classrooms. Educators must become more confident in their ability to share their expertise with others outside their own immediate school or university setting. They need to be aware that they possess skills that are valuable not only in schools but in other agencies as well.

With massive changes occurring in society, learning must be a lifelong experience. A few years ago, for example, computers appeared complex to many; yet today, with their common use, computers are no longer foreign and frightening to those who have learned about them. Teacher educators have an obligation to nurture and support the concept of life-long education. Only with a positive approach

In a rapidly changing society, retraining is a major educational function.

to learning can an unemployed auto worker face change and retraining with optimism and conviction.

Education and industry have much to gain from a close association. In this fast-paced technological society, industry is seeking new ways to accomplish new goals in production and in community service. In Flint, cooperation between the schools and General Motors has created ways for students to work in industry through cooperative programs administered by the

school district. Students are oriented to industry needs and cultures as well as being provided with opportunities to develop skills used in business. Teacher educators have an obligation to seek out opportunities such as these for prospective teachers. Industry and education cannot work alone or in a vacuum; through symbiotic and cooperative efforts, the potential of prospective teachers will be enhanced. Summer internships in private industry could enable teachers to become more aware of industrial needs and secure meaningful learning materials for classroom use.

Teacher educators can play an important role in developing training programs for business and industry. Training and retraining are essential ingredients for future economic security. With the increasing need for lifelong education, and with the massive changes in technology and culture, concepts of teacher education once thought of as immutable are being changed. Teacher educators, individually and collectively, will choose the extent to which they are current and contributing to future needs.

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BECOMING A SALES REPRESENTATIVE FOR HARRIS-LANIER THOUGHT PROCESSING DIVISION

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The Southwest Houston office of Harris-Lanier was chosen as a research site because it is the home base of the South Central Regional Vice-president for Thought Processing, the division responsible for sales and service of dictation and telecommunications equipment. Although this particular office is not prototypical of all offices, the information provided by the regional division and sales levels, in addition to information provided by the sales staff, permits a more detailed analysis of this company's training program.

In these pages, the Harris-Lanier Company and the formal and informal training provided by the Southwest Houston office will be described. Data collection strategies included: ethnographic fieldnotes of office routines, sales calls, customer relations and applicant interviews; focused interviews with sales representatives and sales managers; and "validity checks" (a manager read fieldnotes and drafts of this study to check accuracy). The data were summarized throughout the data collection period to permit exploration of emerging patterns.

*Part of the data for this paper was collected by Marilyn Meell, a doctoral candidate studying the motivational factors in formal training at Harris-Lanier.

The Harris-Lanier Family

The Lanier company began in 1934 in Tennessee as a small wholesaler of dictation equipment. In 1983 Lanier merged with Harris, a company specializing in communications. The Harris-Lanier Corporation now manufactures computers, copiers (under the 3M trademark), telecommunications equipment, and dictation equipment. Thus, Harris-Lanier encompasses three separate product lines: computers, copiers, and thought processors. Thought Processing sales is organized into ten geographic regions, with Houston the South Central regional headquarters. The regional vice-president is responsible for all sales in Texas and Louisiana. Each office is run by a district manager and up to two sales managers – one for telecommunications and one for dictation. Sales managers are responsible for hiring and supervising territory representatives. In some cases a sales supervisor who reports to the sales manager is responsible for two or three other salespeople in addition to having his/her own sales territory. Only supervisors and sales people are in daily contact with the sales territory. Sales managers are in the field weekly but are not directly responsible for selling. District managers are in the field less often, but no one in a region is out of mainline action for long periods.

The Southwest Houston Thought Processing Office

Houston has two offices; one is located in southwest Houston and the other, a new office in northwest Houston, opened because of the rapidly-expanding Houston market. The Southwest office, fifteen minutes from downtown Houston, is identifiable by a bright, "Lanier blue" sign at the parking lot entrance. Finding the Thought Processing office takes some work; the company does not appear to expect many visitors.

The reception area is crowded by a receptionist's desk, a monitor stand, an extra table filled with papers, a telephone stand, and two uncomfortable plastic

Salespersons present a sharp contrast to drab office.

chairs. Visitors, infrequent clients, and many job applicants are invited to sit and wait. To wait is to become invisible, for few people talk to the stranger. One is not included in the Lanier family until after the "marriage" of job offer and job acceptance.

With few exceptions, salespeople present a sharp contrast to the drab office. Both women and men are dressed for success. Rolex watches can be seen peeking from under a few monogrammed shirt cuffs. A person introduced to *anyone* on the sales force is awarded a warm smile, accompanied by a firm handshake. Without the people, the office presents a depressing, almost offensive environment. With the people, it takes on intensity, personality, and a sense of shared purpose. Harris-Lanier prides itself on being a "people" business.

To understand employees' investment in their company and their contributions to

The major role of managers is to teach salespersons.

the company's successful sales record, it is helpful to look at the first stage of training. An intensive selection process eliminates marginal candidates and builds the Harris-Lanier image in the minds of those who eventually become salespeople. It is also helpful to examine the office environment. That same environment that discourages salespeople from relaxing promotes information sharing and communal problem solving. Harris-Lanier team members compete with other companies far more than with each other. Managers are expected to provide continued training and assistance for all sales representatives. These "lead teachers" were, at one time, leading sales representatives.

Training at Harris-Lanier

Training and learning never end at Harris-Lanier. This is a conscious, intentional state. When a new product is introduced or when sales are down, sales managers and the office manager usually conduct formal evening sessions or Saturday sessions to address the issue. But such formal sessions are incidental to the daily, informal educational events occurring at all levels in the office. On my first visit, I observed three informal teaching moments within a two-hour period.

John, the morning "receptionist," is also in charge of linking Harris-Lanier equipment to Southwestern Bell. Without that link, the customer has telephones, but no service. Mary, a new telecommunications sales representative, is lost in the paperwork required to provide John with the necessary information for a system that is to be installed this week. John sees that she is lost and patiently gives her line-by-line instructions. He ends with an encouraging, "It takes a long time to learn; be sure to come back if you have any questions."

Two sales people are talking in the hall. One has a customer who is having trouble operating a dictation unit. The other is explaining several potential causes of the problem and is giving advice on the best ways to explain the situation to the customer. This conversation lasts approximately ten minutes.

Howard, the regional vice-president, is talking to me in his office. When a telephone call interrupts us, he listens via the speaker phone so that I can hear, too. A sales manager has just lost the sale of a major system. Howard is stern, but not intimidating, as he takes the manager back through the events of the past few days. One key event was a telephone call that was never returned. Howard explains the necessity of checking through every salesperson's telephone calls (kept in a log book) to keep on top of sales work and to spot potential problems such as this one. The manager listens and replies, "OK, Howard, I'll do that."

These examples illustrate four recurrent themes at Harris-Lanier: a) the business of successful selling is everyone's business office-wide; b) every staff member must

Needing help or making a mistake is not condemned; failure to improve is.

help other members in a manner that encourages asking for help when it is needed; c) needing help or making a mistake is not condemned, but failure to improve can result in termination or no promotion; d) a manager or a vice-president, although the premier teacher or trainer within each office or region by virtue of a superior sales record and years of experience, is nevertheless expected to continue learning at all times.

These expectations become apparent as prospective employees go through their interviews, and they are reinforced continually as employees stay with the company.

I began learning about Harris-Lanier from a unique vantage point known at the time only to the vice-president and me. I applied for a job and went through all of the procedures that lead to an offer, or a rejection. The people who interviewed and made recommendations about my employment had no idea that I was not a serious candidate for a sales position.

Selecting Sales Representatives

Harris-Lanier needs sales people. One representative will soon be promoted to manager, two others have just left the company, and two more are having difficulties with their sales territories. To draw an educational analogy, there is a sales person shortage. For one week, I was being considered for a position in sales. I was not offered the job. As the sales manager put it later, "Howard (the vice-president) kept saying, 'but she has a Ph.D.!' And I said, 'I've known you a long time and I respect your judgment, but this time I think you're making a mistake. This lady doesn't want to sell.' " Even though Harris-Lanier needs people, they are still looking for sales representatives who will succeed with the company. I watched six people interview for sales positions; four were invited back for more intensive screening, *none* were hired.

Every applicant must pass the initial interview. Following this, the applicant takes a series of tests — the tests take approximately two hours. These tests are sent to a consultant for analysis and used for individualized training if a person is employed. The applicant then is invited on a day-long field ride with a sales representative. The sales representative reports his or her opinions of the applicant; and if all is *still* favorable, the applicant is subjected to a two-hour, in-depth interview with the sales manager and the office manager. At the end of this interview, the applicant is either offered a job or told that Harris-Lanier has no place for him or her. The applicant must make a decision whether to accept the offer at that time. As Howard put it, "If they can't make a decision by that time, we don't want them."

Applicant screening is rigorous.

The First Interview. The initial interview provides a quick survey of an applicant's work history, motives for leaving present employment, motives for interviewing with Harris-Lanier, and general sales orientation. Appearance is important. George, the sales manager, asks an employment service representative, "Was he wearing a sports coat?" Appearance is often the difference between getting past the receptionist to see the purchasing agent. Those people who do not dress appropriately for an interview are probably not seriously interested in a position with Harris-Lanier and are usually a waste of interviewing time.

Testing the Applicant Pool. Going through the selection process was the most painful experience for me. For two hours I sat in a room answering questions about my values, my judgment in ethical situations, my judgment in business situations, and my desire to drive fast and compete in sports. I also took a timed test on my verbal and quantitative abilities. By the time I was through, I did not want to work for such a prying, intrusive company – ever.

Howard (the vice-president) explained that the tests are not used as conclusive evidence of someone's ability to work with the company, but they are a useful aid in measuring a person against the image Harris-Lanier seeks. From my experience I would also add that they begin to bind one's commitment to the company. If one is willing to submit to such close scrutiny – however valid or reliable psychometrically – one is beginning to make a personal commitment to the company ideal. The field ride can strengthen that commitment.

Beginning to Learn the Territory. "I wanted that job so bad that I went in sick. I didn't want them to think I wasn't committed." Donna, a most successful sales person in telecommunications, discusses her own field ride. She had been working with a smaller company and wanted to move to something like Harris-Lanier. "I knew I could cold call; I knew I could sell. And I wanted a chance to prove it." The field ride introduces novices to the skill of "cold calling" – walking into an unfamiliar

office, taking note of the equipment, and introducing oneself and one's product. Sales representatives move through endless office building corridors, smiling, asking questions and trying to be "of some help." If someone cannot take rejection, that someone cannot cold call. Donna, who did not know my purpose for interviewing, tested me within one hour of our morning together. "Here, you take the next one." I passed the test, the only factor in my favor during our ride.

By the end of the day I had made my decision. If I *did* want a job in outside

The intensive screening leads to bonding and commitment to company ideals.

sales, Harris-Lanier was the company to work for. Even now, whenever I walk into a new office I look at the office telephone system and think, "Would a Lanier system be better for these people?" The field ride has made a strong imprint on the way I interpret office environments. Training had truly begun.

The Final Step: the In-depth Interview. The final interview is not a time for applicants to gather information. For two hours I answered questions I had already answered regarding my educational history, my work experience, sources of job satisfaction, and my opinions about Harris-Lanier. Howard and George were cross-checking my answers, probing for falsehoods, making one last attempt to discover any problem that had not emerged during the earlier interviews.

The application process had taught me about the lines of equipment sold by the Thought Processing Division, the areas of Houston in which I might be selling, the clients I might meet, and some of the techniques I could use to transform unfamiliar office personnel into valued clients. I had learned that although my primary responsibility was sales, I was also expected to train clients and assist them as they learned to use their new equipment. I also learned that I would be part of a somewhat intrusive but concerned family. My new family would help me, would push me, and would support me if I came through for them. They had made two things very explicit: (a) I was chosen (or in my case, not chosen) because I would be a good family member, and therefore, (b) I *would* made a good family member.

Formal Training

For two weeks, a new employee works at the office before he or she is sent to the training center in Atlanta, Georgia, for corporate training. Employees receive a set of instructional materials that explain the company, provide instruction in sales techniques, and guide novices through a line of equipment. Although employees vary in

Applicant screening is concentrated and intense.

their desire and ability to work through the books, their early learning can make the Atlanta experience easier and more rewarding in terms of recognition and prestige.

The training in Atlanta is intense. Employees sign a pledge to refrain from drinking, to stay on training grounds, and to dress appropriately for the entire week of training. Their days are scheduled from 8 a.m. until 5 p.m., but they are also given enough to keep them busy far into the night. Trainees compete for top test scores on equipment and procedural knowledge; they also compete for applied sales techniques during role-played sales demonstrations. All of this is conducted in an atmosphere where the rhetoric is positive and upbeat, the food is plentiful (and good) and the cost is borne by your district. Trainees in the first course feel the pressure for results; they know that failure to achieve means certain job loss.

New sales people visit Atlanta for three separate training sessions: basic sales skills (START); polishing basic skills and exploring new territories (PACESETTER); and systems instruction (SYSTEMS). Each visit is interspersed with several months field work in the home office. Costs of this extensive training process are borne by the division; thus, the careful selection process seeks to ensure that the costs will be recovered through sales. The Southwest Houston office has a record of low turnover, about 40 percent per year. George, the sales manager, and Robert, the district manager, credit this to their screening ability and to the less formal training conducted in the office.

Continuous Training "On The Job"

Earlier in this chapter I discussed the "informal teaching moments" that occur in the Southwest Houston office. In addition to the informal help sessions, there are three forms of institutionalized on-the-job training: formal training sessions conducted by a sales manager; field rides with a sales manager; and blitzes with sales representatives from other offices. The formal training sessions are not the most powerful methods of training at this time, but the latter two are quite evident throughout the office.

The Formal Training Sessions. The sales manager is responsible for after-work (or Saturday) gatherings. Motivating sales representatives to attend and to participate is somewhat difficult. Employees are tired and are more concerned with immediate events, such as painting the office, sales contests, or office parties, than with training. Sometimes sales people attempt to direct the focus away from scheduled events.

Field Rides. When an employee's sales are down, or when another problem arises, a sales manager rides with the sales representative to observe sales technique, to help close a sale, or to provide expert assistance. Riding with an employee is more complex than simply modeling a sale, critiquing a technique, or advising on the prices or functions of equipment. The field ride provides an extended period of uninterrupted time for conversation and for individual personal contact not possible in the busy office.

The field rides provide time for diagnosis, analysis, and communication between representative and supervisor. This time is a valuable respite from the pressure of sell, sell, sell and is perhaps the only time in which competition is formally suspended as the supervisor works to save a potentially good sales person. However, the expectation that one will improve exerts a tremendous pressure in and of itself. A blitz, another informal training opportunity, is high pressure and pure competition coupled with many opportunities for social interaction.

Sales Blitzes. During a blitz, personnel from one office invite managers and leading sales people from other offices in a division to compete for prizes and for recognition. Each blitz, whether a one-day motivator or a week-long event, is organized around a sports theme. For example, in a baseball blitz, individual sales reps try to earn "runs." A cold call is worth a single, an office survey is worth a double, a request for a proposal is worth a triple, and a sale is a home run. Each day of the blitz, an office sales representative is paired with a guest sales representative. Pairs are reconfigured every day so that one works with at least three other people. The most productive pair wins a prize for that day; the most productive sales person for the office wins a trip for two to some desirable resort. Each day, winners and leaders are announced and are celebrated with drinking, dining, and joking about "next time."

Blitzes have two major benefits: the office members generate a wealth of potential clients, and they observe some of the best sales people in the division in action. The combination of modeling, motivation,

Sales blitzes encourage salespeople to sharpen their skills through modeling and critiquing.

and potential new sales make blitzes one of the most powerful forms of inservice training in the company. But blitzes also serve an evaluative function. Sometimes the guests do not live up to their billing as expert sales people. Then the office managers notify sales managers about potential attitude problems, ethical problems, or other areas that were problematic during the blitz. This feedback within the larger "division family" provides an external quality control that is not possible within the daily office operations.

In summary, Harris-Lanier emphasizes knowledge, education, and training from the first interview. This emphasis is reinforced throughout one's career with the company, explicitly through some formal training sessions and implicitly through informal contacts and contests. Although Harris-Lanier is certainly different from a typical school system, there are enough similarities to permit several useful ideas for teacher education.

MONDAY NIGHT MOTIVATION AT MARY KAY COSMETICS

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Mary Kay Cosmetics is motivation. Mary Kay's Consultant Training Model is motivational. The Monday night meeting is the organizational structure that permits the message of motivation to be delivered, enjoyed, and absorbed. The Mary Kay Director is the human being inside the structure that manages the motivational message to become involved, trained, competent, and successful.

The Monday night meeting: heart of training.

Teacher education also has an organizational structure. The profession has certification programs. Teacher education also has professionals who carry the message of motivation to become involved, trained, competent, and successful. Yet why are teachers so periodically and collectively despairing about their profession, while Mary Kay consultants are so universally and collectively excited about their profession? Analysis of the Mary Kay Cosmetics' training and induction model highlights the importance of planned, positive, professional motivation as a critical element in teacher training and induction programs.

Planned Motivation

The Mary Kay people are the first to point out that from the moment someone indicates an interest in being a consultant to the moment a consultant decides not to continue, Mary Kay organizes and delivers motivation. They never leave a consultant or prospective consultant alone to be shrouded by the perception of failure. Mary Kay has developed a consultant recruitment, training, and development program that anticipates questions, fears, needs, and moments of discouragement to maximize the self-perception of success. Regional directors are trained to minimize the self-perception of failure.

Fears and questions come from prospective consultants in predictable categories and times. The first fear of many prospective consultants is, "Can I do it?" Mary Kay responds with a live example of how it can be done: the regional director. She has been successful with Mary Kay Cosmetics. She has the pink car, the awards, the jewelry, and the smile of someone who enjoys what she does. Prospective consultants experience a model of success immediately. They also see a film that chronicles the Mary Kay organization and the personal climb of Mary Kay. First question: "Can I?" First answer: "Yes, you can. We did." The next question is, "What's in it for me?" The Mary Kay people know this will be the next question, and they have the answer. They answer with words like pride, self-respect, independence, personal worth, and professional competence.

Mary Kay engenders pride, self-respect, independence, and professional competence in new consultants.

As the prospective consultant listens, forms impressions and reacts, the Mary Kay organization has anticipated the emergent questions, needs, and fears. "You are probably worried about how much time all this would take away from your family. We'll help you set up a schedule around your family needs so Mary Kay activities don't cause a problem."

"You may wonder how we know when to offer assistance. We have a communication and record keeping system that lets you call us if you are discouraged and lets us sense some discouragement. We will do everything we can to help you be successful."

"You may be wondering how you get and stay trained in current trends and products. We'll show you later tonight." Episodes such as this occurred at every stage of the first get-acquainted Monday night meeting.

Monday Night Motivation

The heart and spine of the Mary Kay Cosmetics motivational plan is the weekly Monday night meeting. The meeting is an organizational structure designed with two primary objectives: (a) create a climate to build high motivation for those participants considering becoming a Mary Kay consultant; and (b) teach new sales skills, update cosmetics knowledge, reward performance, and rejuvenate consultant motivation to set goals and sell products. With these objectives as a focus, the structure and sequence of the meeting takes on enormous significance.

As an observer, I considered watching the veterans trade tips, but I was encouraged by the consultant to experience the meeting as if I were considering being a consultant. My status external to the meeting was immediately neutralized when the regional director put a stick-on, pink "warm-fuzzy" on my sports jacket as a reward for coming to the meeting. I felt awkward at first, but as the meeting progressed and took shape, the significance of feeling no different from anybody else and the deliberate sequence of the meeting resulted in contagious enthusiasm and motivation.

The meetings begin at 6:30 p.m. every Monday. Meetings are called and led by a former Mary Kay consultant who, as a result of considerable success, has risen in the organization to regional director. The regional director is the organizational equivalent of the public school building principal. She has organizational guidelines for specific practices and policies. She has a curriculum to manage in the form of the introductory film, orientation of guests, sequencing of activities, distribution of rewards, and goal setting for individuals and regions. The atmosphere of the meetings reflects the communication and motivational skill of the regional director.

Reasons for the weekly meetings are organizationally derived. Mary Kay needs

It's motivation with a big M at Mary Kay.

a constant flow of new consultants to expand markets and replace former consultants. If the consultant has lost the motivation to initiate contacts with the public, cosmetics will not be sold and the profits of the company will be directly affected. If the consultant has had a productive week, the maintenance of that production will be enhanced by an opportunity for direct, immediate, public approval and reward orchestrated by a primary authority figure in the organization – the regional director. Last, the organization has to keep consultants current in product knowledge, sales techniques, and product management.

The structure of the meeting supports the objectives of the meeting. During the first hour, prospective consultants and their sponsors meet with the regional director. They all watch a motivational film that chronicles the Mary Kay story and the Mary Kay Cosmetics Company. The regional director then presents the company and the steps for becoming a consultant; she concludes with an inspirational self-disclosure of her fears, needs, and successes as she moves through the Mary Kay experience. Veteran consultants without new prospects are in an adjoining area sharing tips and receiving advanced training. They may be with a technical consultant from the Mary Kay home office, but often are simply swapping ideas for introductions to clients, follow-ups, and shows.

In the second hour, the experienced consultants combine with potential recruits in a one-hour, director-led session. This session initially features upcoming training sessions. Next, and perhaps most significant,

Accomplishments are acknowledged publicly.

there is public acknowledgement of accomplishments from the regional director. The acknowledgement takes the form of verbal praise and whole group reinforcement. The prospective consultants see all this. The group stands and sings. They clap. The group is given the opportunity to experience individual accomplishments. The more cohesive the group, the more each individual's success becomes a group success. This feeling of oneness is constantly reinforced. The feeling of oneness is contagious and supportive.

Finally, group goals are set and reinforced by the director. She applies the most direct encouragement at this point in the meeting. Individual goals are public pronouncements by some consultants. Not

meeting a publicly stated goal does not result in negative reviews. Instead, the other consultants offer tips and suggestions on how to meet the goal.

This last hour gives potential recruits an opportunity to see how the goal-setting and reward systems actually work. They get to see firsthand, and in concert with a highly motivational introduction, the inner workings of weekly motivational maintenance. Recruits see the veterans receiving rewards, talking about problems, congratulating each other, consoling each other, and supporting each other. I became so personally excited by the atmosphere of success and support in the room that I found myself clapping, singing, standing, and praising as though I were actually a Mary Kay consultant.

Planned Professional Motivation

The first Monday night meeting for a prospective consultant could be compared to the first two years of undergraduate teacher education. Developmentally, both the prospective consultant and the prospective teacher are at the same stage of interest and curiosity. Both the prospective teacher and consultant think they might be interested in a career. Each wants to know more about how the system for training works. They both would like to be assured that some reward system is in place, that the reward system works, and that there is a probability of their participating in the rewards. They both seek models of excellence. Mary Kay Cosmetics is organized to answer these questions and provide the models in a well-planned and administered climate of high motivation.

In contrast, teacher education institutions are not organized to work directly with students to answer these questions. Curriculums are not designed to highlight excellence. The motivational climate created by undergraduate experiences is rarely examined or considered beyond the level of course sequence and credit hours. The effect of this negligence is low motivation during formative training, less complete training, and a fragile professional self-concept.

The last half of the weekly Mary Kay Monday night meeting for new and experienced consultants could be compared to the last two years of undergraduate teacher training. Consultants committed to the profession seek and receive training in the tasks and activities most related to their professional success. They are shown how to introduce themselves, present their products, encourage long-term contacts, solve problems, and function effectively in

Experienced consultants receive continued training.

the company. To problems such as "I'm bashful and worry about feeling silly introducing myself," the director might respond, "I was, too! I tried thinking more about how the product might help the client than worrying about being bashful, and it helped me be more confident." "What do I say first?" "Say, 'Hello.' "

Mary Kay Cosmetics is organized to answer higher level questions, too, in a well-planned and administered climate of high motivation. Teacher education institutions are not committed to programmatic development of instructional and managerial skills within the specific tasks and activities intrinsic to classroom instruction. Curriculums rarely train for specific teacher-behavioral initiations and responses that increase the probability of student cooperation and learning. The motivational consequences for this absence of grade level/content area training is a fragile professional self-concept.

The last half of the Mary Kay Monday meeting is, for experienced consultants, the equivalent of staff development for experienced teachers. Experienced consultants seek the subtle skill nuances of the craft. They seek the skills that will amplify their success and continue their development as professional consultants. Questions like, "Which shade of liner goes best with the rouge?" are answered by the best trainers the company can provide. Mary Kay Cosmetics is organized to answer these questions. Trainers are available to the "pros" at their request. The company knows that these experienced professionals are beyond the need for entry level skills, but that they still profit from product updates.

Staff development activities and inservice responsibilities for experienced teachers may be the profession's darkest hour. The specialized enhancement sought by experienced professional teachers is rarely provided in large group, general-topic sessions. Most teachers are

insulted by the focus and quality of inservice education. The profession's approach to inservice ensures diminished professional motivation because it fails to recognize the "craft" specialization and needs of effective experienced professionals.

Mary Kay Cosmetics has a keen grasp of human motivation. High motivation is directly associated with high performance. High performance is enhanced when reward structures are developmentally sensitive and obtainable. Support systems that make rewards obtainable maintain the organizations they support. Mary Kay Cosmetics recognizes that different rewards will motivate at different levels of development; and thus they insure high motivation at all levels of development. Teacher education institutions and public school systems have much to learn about professional motivation and its relationship to professional development and performance.

Teacher education has not been successful in keeping its developing constituency motivated, interested, performing, and competent. Programs and experiences must encourage and heighten professional motivation. Planned structures and motivational experiences, when they do occur, are more idiosyncratic, professor-specific, and random than they should be. A field experience where the student winds up talking with a discouraged, frustrated, incompetent teacher will crush a budding, smart, young undergraduate. A structured experience planned to generate professional enthusiasm and evaluated for its effectiveness can stimulate and encourage a potentially-gifted young educator. Mary Kay does not leave motivation to chance; neither should teacher education programs.

MOTOROLA: MULTIPLE TRAINING PROGRAMS FOR WORLDWIDE MICROELECTRONICS MANUFACTURING

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Preparing people to handle jobs not yet conceived of, much less on the drawing board, is part of the responsibility of schools as they educate today's students to be employed in seven to ten different positions in their lifetimes. In a similar fashion, Motorola is constantly called upon to develop training courses for employees who will manufacture products being researched and developed for a multitude of micro-electronics applications. As the product line is expanded, redesigned and reoriented to capitalize on market opportunities, the training department is challenged to prepare people to manufacture successfully the products developed. As education and industry face the future, they can gain considerably by moving forward in a collaborative stance, each learning from and supporting the other.

Data for this study were gathered from six of the 19 different Motorola facilities in the Phoenix metropolitan area and from the Motorola corporate office in Schaumburg, Illinois. Observations of training programs, examination of resources, and interviews with personnel were conducted in these facilities.

Tomorrow's Commitment

Motorola, an international electronics products manufacturing corporation, faces continually increasing worldwide competition. By 1990, Motorola products

Motorola readies its people for the future.

will be competing in markets that do not yet exist. Such challenges require Motorola to examine new ways of thinking and to seek the most innovative ideas that can be implemented. These new technologies, processes, and management systems developed through an ongoing training program are necessary to help Motorola achieve its corporate goals (MTEC, 1984b).

To understand the impact of this training program, it is important to know the structure of the firm. There are five major divisions within the corporation.

The **Semiconductor Products Sector** produces more than 50,000 different semiconductor devices for use in computer, consumer, automotive, industrial, military, and communication products.

The **Communications Sector** controls a high percentage of its markets with products ranging from pagers to the highly complex equipment used in cellular telephone systems and emergency radio networks.

The **Automotive Industrial Group** manufactures a diverse product line ranging from computerized engine control modules to video display monitors.

The **Information Systems Group** builds a wide portfolio of data-processing, office-automation, and data-communications products and systems.

The **Government Electronics Group** develops and manufactures extremely sophisticated electronics contracts for various agencies of the government (Discrete, 1984).

Motorola also maintains a number of overseas plants which assemble and test products. Of the above, the Communications and the Semiconductor Products Sectors are the two largest in terms of product sales volume and number of people employed.

Motorola operates on the premise that the future of the world will be influenced strongly by its electronics capabilities. Therefore, Motorola has established as one of its primary goals involvement in developing these electronics products so the company will continue to be a world leader well into the twenty-first century (Annual Resport, 1984).

To achieve such an ambitious goal and to ensure corporate growth, Motorola's respect for people and interest in their learning is a paramount concern. Each department is encouraged to develop a training plan for each employee, and

employees are encouraged to view these plans as opportunities to enhance their positions within the corporation, not just as a benefit to the company. Each department pays for its employees' training out of its own budget through chargebacks from the training department. When training is provided, supervisors send personnel who will gain the most from the training experience, rather than just the most expendable employees. Those sent are expected to achieve their own growth goals as well as those of the department.

Motorola Training and Educational Center

In excess of 1.5 percent of Motorola's 1984 payroll budget was spent on training. The corporate goal for 1986 is to have each Motorola employee average 40 hours of training per year, for a total of more than 3 million training hours. For this reason Motorola has developed an ongoing training body, the Motorola Training and Educational Center (MTEC), a group of 40 trainers who serve the whole organization (MTEC, 1984).

Training supports goals of the business.

MTEC designs and delivers training services that support Motorola's business goals. To achieve those goals, MTEC has created the following groups and programs.

1. *Research and Development Services* plan training so it will meet targeted Motorola objectives and also deal with changes in the work lives of employees.
2. *Planning and Evaluation Services* plan and evaluate MTEC programs as well as to assist local training groups to develop and evaluate their plans.
3. *Regional Training Consultants*, geographically based at key domestic and international operating units, provide information and support services to local training organizations and line managers.
4. *Functional Training Managers* represent and interface with the corporation's manufacturing, engineering, finance, personnel, and sales and marketing populations.
5. *Professional Course Designers* combine knowledge of each program's functional area with state-of-the-art training technology, and who manage program design and development.
6. *Seminar Delivery Services* provide and coordinate course delivery throughout the corporation.
7. *Staff Development Services* train personnel throughout the corporation to ensure the consistently high quality of training at Motorola.
8. *Residential Programs* for senior Motorola executives and key manufacturing managers (MTEC, 1984b).

MTEC does not exist in an ivory tower. MTEC's business is to go to the place

Ivory towers are out; reality is in.

where training is to be done and to find the most skilled people to do it. Each year, hundreds of Motorolans work with MTEC specialists as subject-matter experts to ensure that training programs developed at the Motorola Training and Education Center meet the needs of the people on the job.

MTEC training is performance based. Trainers analyze circumstances that affect the way people perform their jobs, pinpoint behaviors that make the difference between average performance and proficiency, and then design training that builds skills for success. The many groups of people involved in developing such training include the following.

1. *Training Advisory Councils.* Motorola's top executives sit on MTEC's policy-making Executive Advisory Council. Functional Advisory Councils provide input and direction from the corporation's manufacturing, engineering, management, sales, and marketing organizations.
2. *Project Committees.* Whenever a new course is being developed, members of the target population work closely with MTEC staff to identify training needs and to approve each phase of the developmental process from initial research through final pilot tests.
3. *Motorola Subject-Matter Experts.* To make sure that every training program meets the actual needs of the people on the job, Motorolans with special knowledge or skills act as field consultants to MTEC researchers and course designers.

4. *On-Site Researcher/Analysts.* Whenever new training is planned, on-site researchers analyze the broad organization, the jobs people do, and the tasks they perform to ensure that the program to be developed will address the real needs of the people on the job.
5. *Consultants on State-of-the-Art Research.* MTEC consults with researchers, technical experts, and training professionals around the globe to make sure that each of the training programs reflects state-of-the-art thinking in the program's functional area.
6. *Training Designers.* MTEC course designers coordinate research activities and identify the most effective way to teach the subject matter. Whether the final program involves computer-aided instruction, classroom training, self-paced workbooks or other techniques, the teaching methods are carefully matched to the needs of the target population.
7. *Target-Population Testers.* Before any training program is approved, the design is tested and validated by members of the target population. Motorolans from all areas of the corporation participate in these critical test runs of MTEC courses.
8. *MTEC Implementers.* Once a course has been approved, MTEC's Client Service Organization selects and trains trainers, schedules course delivery dates, and releases program materials and information to training organizations throughout the corporation.
9. *Evaluators.* All MTEC programs are evaluated on a regular basis. Often this "routine maintenance" includes revisions and refinements in the training design to reflect the changing needs of the corporation and the people on the job. Specialized sampling techniques may be used to evaluate further the effectiveness of strategic training programs (MTEC, 1984b).

Training Widely Diversified

Motorola's commitment to improving all its employees is seen in the estimated 39,335 people scheduled for training in 1985 at Semiconductor facilities alone. A wide variety of courses was offered at these facilities for executives, engineers/technicians, manufacturing/materials per-

Training is big business at MTEC.

sonnel, middle managers/supervisors, direct labor, and sales and marketing personnel. These courses were developed by a variety of sources, including MTEC, internal plant employees, external professional training groups, local college and university staff members, and commercial software developers of computer assisted instruction (Facts, 1984).

Arrangements were made to use external community college courses for electronics and equipment technicians, computer users, and so forth. All courses are job-related and some are in enough demand that community college instructors teach them at the plant. Others must be pursued by interested employees at the local community college. While home-study courses are provided for some employees, others receive computer-assisted instruction while on the job. Half the required work must be done on the employee's own time and half on company time. All training is paid for by Motorola.

At the Motorola facilities in Phoenix, general areas of jurisdiction and specific roles are outlined for each of three training functions: (a) manufacturing, (b) equipment services/maintenance engineering, and (c) management/rotational. At many sites, an administrator supervises all phases of training. The administrator also supports direct-labor-training groups, conducts needs assessments, develops a site-training plan, delivers the training, provides support functions, and coordinates group-training resources. In some locations, additional persons designated as instructor-development specialists design courses, determine site needs, choose and certify instructors, pilot courses, and instruct in selected courses.

Examining the kinds of training provided by three of Motorola's divisions reveals the variety of seminars and workshops conducted. Personnel for whom courses are offered by the Semiconductor Training Department and kinds of training available were described earlier.

The Communications Sector covers the same training areas as the Semiconductor Group, but adds finance/accounting and administration/secretarial seminars. The Automotive Industrial Group makes the following training available: direct labor, engineering, executive, manufacturing/materials, middle management, sales and marketing, supervisory, technicians, and designers.

Sample Programs

A closer look at several specific programs shows the diversity and intensity of Motorola's training programs.

Direct-line Training. The direct-labor trainers are skilled line personnel who have been successful on the job and are then

Skilled line personnel train new employees.

asked to instruct another line employee. Usually they have been on the line a year or longer. The typical orientation program starts with an overview of the machine operation or line job, followed by a tour of the specific work area. Instruction for specific job responsibilities then is provided. In addition, safety is emphasized heavily. After the orientation program, each trainer first demonstrates on the job the skills needed, then supervises one to six trainees for a week while they learn those job skills. The trainer monitors a trainee's progress to ensure skill proficiency.

Each department offers the amount and type of training deemed necessary for early success. Each trainer uses materials developed by the training staff for classroom instruction and then develops his or her own technique for demonstrating line work.

Materials Management Rotation. Management and development programs are designed for recent college engineering graduates. Following employment, they are placed in four assignments for three months each. In addition to learning the job thoroughly, each trainee attends a monthly training session to facilitate professional growth. Each trainee makes two presentations a year to other participants as part of mutual professional growth.

Engineering Rotational Program. The 20 top college engineering graduates employed in 1984 spent one year in three different jobs. Following this year of diverse experiences, each selected one of the three positions as a continuing job. During this first year, the employees are encouraged to pursue courses at Arizona State University and Motorola. Motorola pays for books and tuition.

Minorities and Women Career Change. Begun in 1979 for employment advancement, this program provides for the selection of women and minorities for 14-months of special training. Motorola continues to pay participants their current salaries while they attend class eight hours a day, five days a week. The courses lead to an Associate of Arts degree. Though they are taught at a Motorola facility, the courses are accredited by the community college.

Participative Management Program. This program is similar to the Japanese Quality Circle idea in which all employees are involved in the problem-solving and decision-making processes. The premises upon which success is based include the following.

1. Really listening
2. Knowing what you have to do
3. Learning to trust and respect others
4. Taking time to think about how you feel about others
5. Giving people suggestions that help them and letting them know you notice the good things
6. Not being afraid to ask questions nor embarrassing those who do
7. Working to get along
8. Caring
9. Congratulating people
10. Being part of the team
11. Understanding that people are different and have different ways of looking at things

The Training Department offers specific training in how to master these skills effectively.

The philosophy espoused by MTEC is: *Nothing Happens in a Vacuum*, and no

single factor causes effective or ineffective performance. It is assumed that most people want to do a good job and that they start a job with the desire to succeed. Five critical factors affect effective performance: (a) **resources**; data, time, tools, materials, money and manpower; (b) **job clarity**; knowing when to perform, what is expected, and what can be attained; (c) **feedback**; relevant, immediate, and frequent responses to job expectations; (d) **consequences**; which can be positive, negative, or neutral for performing correctly or incorrectly; and (e) **employees**; their physical or mental ability, knowledge and skills, and willingness to perform.

These critical factors form a performance chain; each one can be seen as a link in that chain. Effective performance occurs when the performance links are strong; that is, the task is clear, the resources are available, the individual has the necessary capacity, and there is sufficient feedback (MTEC, 1984b).

This philosophy underlies much of what educators believe in and use as a guide in working with students in schools. Apparently both MTEC programs and academic community programs are grounded in the same belief system and could support and aid each other for mutual success.

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SOUTHERN COMPANY SERVICES, INC: SUCCESSFUL EMPLOYEE DEVELOPMENT

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Content and Culture

I want SCS to be best at whatever we do . . . .I want to create an environment where ideas are freely exchanged . . . where talented people can succeed. So declares A.W. (Bill) Dahlberg, president of Southern Company Services, Inc. (SCS), with offices in Atlanta, Birmingham, New York, and Washington, D.C.

SCS is a service company for six clients: the Southern Company, the Southern Electric International Company, and four operating companies — Alabama Power, Georgia Power, Gulf Power, and Mississippi Power. The Southern Company is a holding company for the other five. This electric system is one of the nation's largest investor-owned electric-utility groups. Together the companies of the Southern electric system employ more than 30,000 persons and provide energy to more than 2.7 million customers.

SCS, which employs some 3,200 individuals, was formed in 1949 for specialized coordination (such as purchasing fuel), design of facilities, systems planning, data processing, research, and training. Each of these roles is seriously approached since SCS is a non-profit company with only six clients. SCS cannot add companies to its client group; however, the Southern Company, Southern Electric International, and the four power companies can go elsewhere for any and all of the services provided by SCS.

When asked how he planned to promote better coordination of activities between SCS and the operating companies, Dahlberg replied, "Above all, I hope to communicate well. By that, I mean I'm going to listen to our clients, to our managers, to our employees. I want to hear ideas from everyone, because I want to communicate to the operating companies the best of what we (SCS) have to offer."

The focus of this ethnographic study is the Employee Development and Training Department of the Southern Company Services, Inc. and those elements of their enculturation that have some transfer to the teacher and the educational setting.

Welcome to SCS

When asked why they have chosen to work for SCS, employees most commonly repond that it is because of the company's good reputation as an employer; they give less credit to the attraction of the utilities profession. The focus is not just financial but a belief that the company will allow for growth and development of each individual. This feeling permeates the organization.

On the very first day, new employees attend an orientation including an upbeat videotape that gives a verbal, pictorial

Media plays major role in enculturating new employees.

"welcome." Consider what new employees would do and how they would feel. The president and various employees have let them know how pleased they are that the new persons have chosen to join the team. After nine minutes, they know enough to tell a friend about this great company, and they cannot wait to meet all the persons with smiling faces and read all the fantastic communications. They leave Orientation I with a positive view of the company, know a little more about the utilities field, and have enough information to answer most questions associated with entry employment.

Shortly after employment, the new team members attend an hour-and-a-half group session which begins with a short, concise, well-organized videotape summarizing the proud history of the company. Media plays a major role in the enculturation of new employees, who are introduced to the utilities profession. This is a non-profit, limited-client, operation-based company. If the company is to be successful, SCS must attract high-quality employees, provide exemplary staff development, and provide benefits commensurate with the worth of the position. Employees leaving Orientation II want to do the very best to maintain this positive image, keep power costs low, and tell friends and neighbors what a bargain "power" really is.

No matter what the assigned position, all employees go through the same information session: Economic Services; Marketing and Energy Management; Design Engineering; Operations/System Support; Information on Resources Organization; Finance, Research and Development; Internal Audit; Administration; and Public Relations. This company-specific information presented by fellow employees includes a tour of a generating plant (fossil-fueled facility), a first-hand example of the coordination necessary to run efficiently just one generating plant in the Southern electric system. The education analogy would be a tour of the community where a school is located, to get to know the culture of the pupils.

Focusing on the information provided in various orientation stages exemplifies the philosophy of the company and the mood that permeates all development and training programs. SCS is a large electric-system network committed to providing the best, most efficient service to satisfied customers; this is done by well-qualified, satisfied employees who use the latest technological advances and are supported by exemplary training and development. SCS is a quiet culture passing on the values of the utilities profession.

Training Programs

SCS makes every effort to hire the most qualified persons, so one might question the necessity of a training and development program. At SCS, however, learning is considered a life-long experience; there is commitment to develop a professional plan

Each employee has a professional plan for life-long learning.

for each employee. This could include independent reading and study, utilizing materials available through the Learning Resources Center; seminars taught by outside consultants; workshops designed and developed by SCS trainers and/or college courses for those seeking degrees; professional certification and licensing; or mastering technical skills to meet job-related and personal needs.

The Employee Development and Training Department at SCS formulates company training policies and develops and implements training and educational programs to meet assessed needs of company employees. In addition, the department, when requested, is responsible for assisting system companies to provide training. To achieve this mission, the department provides corporate, departmental, and system employee development and training. In 1984, a staff of 34 provided these services by offering 488 courses (term encompasses workshops and seminars) for 5,769 participants.

Personal Experiences

It was during the developmental phase of this study that Jess Morado, head of the Employee Development and Training Department, outlined a schedule to allow me, an outside observer, to experience entry into the company and be exposed to all ranks of employees as well as to a variety of training courses. Four courses are highlighted here: Grid Overview, Effective Writing, Putting Your Best Word Forward, and Nuclear Overview.

How many persons have gone into a new position wondering how things were really managed, so they could, in turn, become a viable part of the system? At SCS that is exactly what happens. The Grid is a management style adopted by SCS that provides a mechanism for sorting out supervisory styles and the resulting products.

All new employees go through a training session to learn about managerial styles. The group I accompanied was from data processing and included all levels of employees. Since data processing is somewhat of an auxiliary service group within SCS, it was most interesting to see the interest of the group in how SCS views its organizational culture. We were told that all managers go through Grid training to have their management styles analyzed, allowing for personal adjustment of working relationships with employees or other members of the management hierarchy. Knowing the management style allows for conflict resolution and provides a known vehicle for getting dilemmas settled; a major goal is to keep the company running smoothly and efficiently. As a culminating activity, the real management team for those attending the workshop joined in the group activities, answering questions very professionally and demonstrating personal commitment. If I had been a member of that department, I would have been most pleased to know my manager had this level of expertise. I would also know how he or she would react in a given situation.

A good example of forward thinking at SCS came with the implementation of a major performance-improvement program; a systematic approach to improve the quality of work, increase productivity, reduce

Training is keyed to performance expectations.

cost, and identify the most significant problems and prevent their reoccurence. Teams are organized on different levels, having the flexibility to choose their own problems and attack root causes. The ultimate goal is to improve the quality of service at a competitive rate, affecting everyone through self-esteem, job satisfaction, and, in the long run, the cost of service to the customer. What a great idea!

Putting Your Best Word Forward emphasizes communications and human relations: knowing the appropriate ways to respond to human relations situations that arise on the job; knowing how to make a tactful response; respecting the rights of the individual; and increasing confidence in giving feedback when appropriate. Practice using real work situations is important to this corporate culture.

My fellow classmates were secretaries. Two days of role playing gave me real insight into the key roles secretaries play in the image of an organization via their telephone answering and written correspondence. I also gained insight into their role in keeping the office communication on a positive, even keel. Providing such training in necessary skills shows the total commitment of SCS to all employees. Communication could well be a major key to the success of SCS.

Effective Writing gives participants an opportunity to understand better the communicative processes in written form. All employees who write memos, letters, and/or technical reports in the normal routine of their assigned job have an opportunity to participate. As in the *Best Word Forward*

All employees are provided skills to succeed.

course, the goal is to provide the employee with the necessary skills, via initial teaching or review, to communicate effectively in writing to fellow employees and consumers. Classmates for this four-day course (management and staff level employees) reviewed grammar and punctuation, structure, clarity, conciseness, and concluded with effective report writing. There is ample opportunity to write and have the writing reviewed and/or critiqued. The first two days are basically review and preparation of sample writings; then there is a two-week lapse followed by two more days of class. In the interim, the instructor is able to review personally all work done during the initial phase of the class in order to individualize the final two days. The course, taught by a former public school English teacher, is excellent.

In every profession and in every industry, there is content-specific information that must be taught and updated as the knowledge base grows. In addition, auxiliary persons need to know technical terms and have a working knowledge of a subject to perform assigned tasks better. Finally, for our group there was a two-day *Nuclear Overview* Fossil-fueled and nuclear-fueled generating plants are at the heart of the Southern electric system in providing power to customers. The course is taught by engineers to other professionals who may or may not have had an engineering/nuclear background but whose positions rely heavily on an understading of what the generation of nuclear power involves. This is again an example of a quiet way to pass on the values of the company and know the environment has a strong foundation, to know about the entire operation even when one is not directly involved.

An extension of the attention to training and employee self-development is the successful professional association formed to serve SCS. Among other activities, this group has a dinner meeting once a month to allow SCS employees to gather in a non-SCS setting and have a speaker address a timely topic. I was fortunate to attend the dinner where A.W. Dahlberg addressed this group for the first time as president. This came near the end of my data gathering, hence it was rewarding to see the president of SCS stand before his peers (having served 25 years in the Southern electric system, beginning with Georgia Power as a meter installer) and reiterate all the positiveness that I had been discovering through interviews: SCS is a caring company with a product to sell, but it will ensure that the people in the system represent the profession in a positive way.

Publications

Over and over, throughout my time at SCS, communication was emphasized — in interviews, in classes, on tours of the facilities. Employees' rest and work areas

Communication is key to success.

are furnished with updated information on bulletin boards; a hot-line number is available for daily information. A journal, *Southern Highlights*, is published monthly by SCS for managers, supervisors, and staff employees of the Southern electric system. The March 1985 issue, as an example, contains: "Memories of Mentors — Employees Recall Leaders Whose Lessons Endure," "The Iacocca Story — An Automotive Magnate Shares the Secrets of His Success," "The Making of a Leader — An Industrial Psychologist Defines Good Management," "Facts and Finds — Anecdotal Information Specific to the Industry," and "Southern People — Promotions and Pictures."

Inside is a magazine published monthly for the employees of SCS. The February 1985 issue features a cover picture of A.W. (Bill) Dahlberg. This same issue included "Changing Gears: Pre-retirement Planning Seminars Show How to Get the Most Out of Life After Work," "Computerese Spoken Here — Client Automation Services Help Employees Better Understand Their Computer Options," "Cash Reserves — Better Safe than Sorry," and "Currents," a column highlighting (with pictures) promotions, retirement, speeches, newcomers, departures, and names in the news. The education community could learn from business in this area.

Summary

This ethnographic study has included a description of the Employee Development and Training Department at SCS, its mission and scope, examples of courses available, and a brief overview of the SCS professional-development association. Coupled with the orientation sessions, a facet of the context and culture of SCS, the four courses described exemplify the successful philosophy of SCS and the underlying educational programs to ensure on-going effectiveness.

Once an employee exits Orientations I, II, and III, there is a real understanding of the culture of the organization, personal benefits, and educational opportunities. A well-defined career path is ahead, with few unknowns. The management overview allows employees to know the management model for the company, become familiar with the style of the immediate supervisor, and know the appropriate channels of communication. How many teachers and administrators have this working knowledge?

Communication, both verbal and written, may well be the major key to the success of SCS. The two workshops outlined here give any individual the opportunity to self-evaluate and to receive peer feedback for improvement — a positive approach.

Familiarization with company operations and continued updating of communication skills are very important, yet because SCS is in the business of providing power, it does not underemphasize the technical training. During 1984, 94 technical educational courses were taken by 1,018 participants. Courses are one way to upgrade and update employees; professional organizations and company publications are another. Employees, kept abreast of the day-to-day happenings within the company and within the industry, are encouraged to contact key individuals at any time for clarification and supplemental information. At all times, employees are expected to be positive and courteous to fellow employees and to customers and potential customers. Company integrity and quality pervade the service provided.

Implications for Teacher Education

The purpose of this ethnographic study has been to glean from the non-school-based corporate education community those elements that might foster effective teaching and schooling. Below is a listing of positive factors I observed at Southern Company Services, Inc.

The Chief Executive Office and members of the management team:

1. Have a clear vision of long-range goals.
2. Set achievement of goals as a priority.
3. Ensure that all employees of the company understand the importance of services SCS provides.

4. Ensure there is in place a system for employment, retention, and advancement.
5. Establish policies and procedures known to all.
6. Create an atmosphere where employees can openly discuss issues with colleagues.
7. Encourage employees to share their strategies for work improvement.
8. Work closely with new employees on skills needed to become more effective.

The Employee Development and Training team furnished educational opportunities to:

1. Help employees identify their own strengths and weaknesses.
2. Help identify a career plan for each employee.
3. Encourage attendance in courses that are human relations, communications, or technically oriented.
4. Exhibit high expectations for development and job achievement.
5. Provide copies of all training and development materials applicable to the employee.
6. Provide for a high rate of success by course assignment and assessment.
7. Channel employee time on task.
8. Serve as a role model or train role models.
9. Communicate effectively (both verbally and in writing).
10. Create a supportive work atmosphere showing concern and respect for all levels of employees.
11. Provide training in monitoring employee performance.
12. Recognize employee accomplishments.
13. Provide individual feedback.
14. Follow up on short-term and long-term goals.

There is relatively little satisfaction with the status quo. Right now a system-wide employee development committee is working on a position paper which focuses on how technology, social change, and other factors within the environment will influence training as SCS approaches the year 2000.

Status quo is continually questioned.

Like effective school administrators, the management team of SCS has established long-range goals and maintains a good working relationship even during times of less-than-positive publicity, while continuously striving to "be the best at whatever we do . . . creating an environment where ideas are fully exchanged . . . where talented people can succeed" (A.W. Dahlberg). When asked "What can employees do to make your job easier?" the president of SCS replies, "Talk to me. Tell me what you honestly think. I'm interested in your ideas, your suggestions. If we can create a climate where people express themselves freely, a lot of fresh ideas will emerge. And that will clad to a more productive and positive work environment."

This philosophy has, in turn allowed the training and development staff to assume a role similar to that of public school educators in providing educational support in a timely, cost-effective fashion.

MIRRORS OF EXCELLENCE

PART TWO
IMPLICATIONS FOR SCHOOLS AND UNIVERSITIES

CONGRUENCY BETWEEN PURPOSE AND PRACTICE IN EDUCATION

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One of Marshall McLuhan's rhetorical questions, "Who invented water? It wasn't a fish," provides the rationale for this

Who invented water? It wasn't a fish.

study. A team of 17 educators studied the training structures of ten corporations and governmental agencies over a six-month period. The study team observed and participated in training programs and interviewed participants, trainers, and executives. This study identifies practices that might have implications for teacher education, staff development, and personnel practices in schools and colleges. In effect, each researcher stepped out of his or her own environment to become sensitive to potential practices that might improve that environment.

In a day-long debriefing following individual ethnographic studies of these ten organizations, several common and/or unique practices were identified that seemed relevant to education in schools and colleges of education. Conclusions in this chapter summarize findings and suggest implications for schools and colleges.

Mission and Culture

Each of the organizations studied has a major mission and each has a culture that is congruent with that mission. All are large and complex, with a wide array of training options and clientele. The focus is primarily on training related to manufacturing at Boeing Aircraft, Motorola, and General Motors. Pride in work, accuracy, and dependability are emphasized to achieve quality products. The Harris-Lanier Thought Processing Division and Mary Kay Cosmetics are concerned primarily with sales. In both organizations, the reward system is closely tied to increased sales. Nurses at M.D. Anderson Hospital are concerned with their duties in the health field. At Walt Disney World Co., the purpose is entertainment; employees are expected to enhance guests' enjoyment through positive attitudes, a clean wholesome atmosphere, and a carefree environment. The Border Patrol focuses on pride and integrity in its employees as they enforce immigration laws. Arthur Andersen accountants provide world-wide uniformity in accounting practices, attention to detail, and support for their clients. Southern Company Services is a service unit for six utility companies in the southeastern United States and is dedicated to political action, public relations, research, and employee training. Their's is a "quiet" culture, for their mission is support for the utility companies for whom they devleop better trained employees and greater public support.

However different their goals and organizational cultures, these ten corporations and agencies have a number of common practices.

1. All have training that emphasizes pride in the company as well as skill development.
2. All require uniform procedures, whether it is accounting at Arthur Andersen, dealing with handicapped persons at Walt Disney World Co., manufacturing electronic equipment at Motorola, monitoring patient care at M.D. Anderson Hospital, or providing consistent service at Southern Company Services.
3. Most have an advanced, centralized training facility.
4. Individual units pay costs of training, regardless of where the training occurs.
5. Employees are expected to continue their education throughout their career.
6. Employees are kept informed of recent developments and future plans of the organization.
7. The enormous costs of employee development have been shown to result in a more effective and efficient organization.

These and other principles will be discussed in relation to school and college improvement.

Focus on School and Its Staff

Recent research in teacher and school effectiveness establishes the school as the most effective unit upon which to build improved programs; within the school, the principal is the most important person setting the tone. This study of business and industry supports a parallel conclusion. This finding could also apply to the program-level unit in colleges, rather than to the college as a whole.

Each of the agencies or corporations studied was organized into small, relatively coherent, manageable units, divisions, or

Small, coherent, manageable units matter.

offices. These could include a sales office with a sales manager and a dozen sales personnel, a section of the manufacturing process, or a unit in a hospital or corporation. Each was headed by a person who knew intimately the jobs of everyone in the unit. In turn, this person reported to someone higher in the organization. The unit manager was judged by how well the unit functioned with respect to the organization's mission.

At Walt Disney World Co., for at least one week during peak periods, all managers (including top executives) perform a job that brings them into direct contact with guests (customers are referred to as guests, while employees are called hosts or hostesses). Managers may take tickets, work in an information booth, or serve hot dogs and scoop ice cream. They contact guests directly, thus experiencing different roles and stature in the company while increasing their understanding of day-to-day problems. M.D. Anderson Hospital trainers are assigned regularly as nurses, while Border Patrol agents are trainers only for two to three years before returning to the field.

Sales managers at Harris-Lanier regularly ride with salespersons to demonstrate techniques or new products. The trainer on the production line at Motorola demonstrates for new employees procedures they are to follow, then observes and assists them, particularly during the first weeks of employment. Head nurses demonstrate the medical procedures followed at M.D. Anderson Hospital, then monitor practice.

The implication for schools and colleges is clear: the principal should be capable of outstanding teaching in the school (the "principal teacher"), and the teacher educator should be able to demonstrate effective

The principal should be the principal teacher.

instructional processes. Both should provide helpful, insightful advice to teachers. Just as the manager is expected to be the most knowledgeable person in a particular setting, the principal and teacher educator should be the best teachers in the school and/or department.

The second implication is that they do it. Periodically and regularly, principals, as well as every other administrator and supervisor in the school district and every teacher educator should *teach*. They should demonstrate new procedures, be knowledgeable about curricular innovations, and be able to translate these into classroom performance. Principals should be teachers first and administrators second; they should get their priorities straight with respect to the purpose and mission of the school. Teacher educators should be teachers first, able to model recent practices, not isolated in university ivory towers where teaching can be thought of as a logical process.

Critics of education have charged that neither teacher educators nor principals can teach, and that they have sought a different role to get out of the classroom. Perhaps this assertion is all too often accurate.

Priorities and practices should be congruent with the mission of the institution. The mission of schools is education. For too long this has been obscured by administrative arrangements, budgets, buildings, and buses; by functions that seem important because they are done, but which pale in view of primary reponsibility. The success of the principal should be judged not in terms of the efficiency of the school's organization, but the quality of its educational program. The reward system in school districts should recognize principals as instructional leaders who continually work with teachers in their classrooms and are where the action is. New administrators and teacher educators should be selected using this criterion, while practicing administrators and teacher educators should undertake an intensive retraining program to ensure their ability to function as effective teachers.

Harris-Lanier has periodic sales blitzes in which managers and outstanding sales

people from other offices join the staff at a particular office for a day or a week. During the blitz, teams of visitors and local personnel call on customers together. As they do so, they learn new techniques, build expanded friendship patterns within the company, and increase sales because of

Why not a "learning blitz?"

the intensity of the campaign. At the end of each day they compare notes, enjoy the group's companionship, celebrate victories, tell stories, and plan for the next day.

Why not "learning blitzes?" Supervisors, administrators, service personnel, outstanding teachers, and teacher educators could join the faculty of a school to work with every child: expand the horizons of the gifted, provide special instruction for the student in need of special attention, and demonstrate new ideas to all involved.

At Motorola, the trainer's desk is on the production line to maintain close relations with employees. The new employee's work is carefully monitored during the first few weeks of employment to be sure manufacturing standards are met. At Harris-Lanier and Mary Kay Cosmetics, the approach used and the information given potential customers by new employees are monitored by management to assure quality control. Arthur Andersen makes sure its new employees know company procedures and follow them. At Walt Disney World Co., new hosts are carefully prepared for the positions into which they are cast. At Southern Company Services there is a well-planned, sequential orientation to the company and its products. A common characteristic of all the agencies and companies observed is the attention given to the use of correct procedures by new employees. Managers are responsible for this training, and poor practices are extinguished before they become bad or time-consuming habits.

In education, there is no such process. New teachers and new college professors are left to their own devices during the first weeks of the school year. Accordingly, their goal often becomes one of survival. Administrators find too many organizational details to attend to, instead of providing the support new faculty need. It is a matter of priority perhaps, but a priority that should be changed.

The problem for most educational institutions is the allocation of human resources. During the first few weeks of school such resources should be targeted to new teachers to help them design programs and teach in an effective manner; to support them in diagnosing students, organizing classes, and structuring their curriculum; and to demonstrate effective teaching methods. Persons should be available to take responsibility for classes while beginning teachers work together or plan for the following weeks.

The proposal is feasible; the number of central office and building administrators in many districts is greater than the number of new teachers. Teacher educators from area

Teacher educators and administrators should work in classrooms as the new school year begins.

universities and professionals from intermediate educational agencies could swell this number even more.

In the process, beginning teachers would be given support when they most need it; administrators and teacher educators could demonstrate their ability as teachers while remaining close to the heart of schools and teacher education. Not only would they help improve practice, they would gain insights and maintain current teaching skills. Further, the number of new teachers needed each year might be decreased as stress during this survival period is decreased.

Before administrators and teacher educators can fulfill such roles, they must be capable of effectively assisting teachers in improving their teaching tactics. The strategies from instructional supervision must become part of the preparation programs for such personnel. In short, the trainers must be trained. Instructional leaders, not just educational managers, must be developed.

Accountability

Each of the units in the organizations studied was held accountable for its phase of the system — whether as a section of the production line, a sales office, or a shift at the hospital. For some, the bottom line is profit; for others it is the quality of service or positive responses by clients. The larger system holds each unit accountable for delivering its part of the institution's mission. Members of the unit are rewarded primarily on the basis of how they as individuals contribute and how well

their unit performs. The success of a unit manager is judged almost entirely on the success of the unit and the people in that unit.

The implications of private sector practices for schools and colleges are clear: *specify as clearly as possible the goals and purposes of the organization, define clearly the expectations for each school or accountable unit, provide each unit with resources to carry out its functions, and hold the individual unit responsible for its progress.* In practice this means, for example,

Should individual units be held responsible for student learning? Yes.

that budgets and resources are allocated to each school or unit and centralized procedures are employed only when such practices enhance or extend resources.

A centralized training facility is part of many organizations. Arthur Andersen has purchased a college campus in St. Charles, Illinois. Employees come from throughout the world for initial training in the proper Andersen accounting practices and for periodic retraining to update their knowledge of recent legislation and extend their accounting skills to new areas or specializations.

Southern Company Services has a state-of-the-art training facility where employees of the holding company come for specialized training. After initial informal training in local sales offices, Harris-Lanier sends employees to its Atlanta training center. Motorola professional employees may be sent to Schaumburg, Illinois, while Border Patrol agents receive their major training at Glynco, Georgia.

It is interesting to note, however, that these in-house education facilities compete with external consultants and colleges when training is needed. They must remain current and responsive to the needs of the various units in the corporation, or they will lose the business. For training units, being a part of the corporate structure does not guarantee they will be selected as the trainer in a course.

Costs of such training are born by the sales office, division, or unit in which the employee is assigned. Thus, each unit feels a direct responsibility for the quality of training wherever it occurs. Partners in Arthur Andersen, who are responsible for offices around the world, determine training practices and policies.

School-level accountability also implies school-level selection of employees. While initial screening of teachers might occur in

If accountability is at the school level, then staff selection also should be there.

a central personnel office, the actual selection should be made by the faculty of individual schools.

In the Border Patrol, after having passed a preliminary examination, applicants are grilled by agents with whom they would be working. For over two hours, agents conduct an intensive probe of an applicant's decision-making skills, for after employment, the new agent's actions would affect the team. Employees at Motorola, Boeing, Walt Disney World Co., and Arthur Andersen can apply for a particular job anywhere in the company, but selection is based on the judgment of the manager and employees of that section. Harris-Lanier sales personnel not only interview prospective employees, but they take them on a "sales drive" so the person can experience life as a salesperson while the current employee can judge the potential of the applicant as a member of the sales team.

Like a fraternity initiation, the screening and interviewing processes are rigorous,

Screening interviews become part of employee bonding.

and like a fraternity initiation, fraternal bonding occurs. Following induction into the inner circle, new employees feel they have made it. They are pleased to be part of the organization. The rigorous screening, local control of assignment, and the sense of having been successful motivate the new employee to feel good about himself or herself and the opportunities in the new role. It is the first step in corporate enculturation.

Initial Induction and Preparation

The ten organizations have three basic types of initial training programs: (a) orientation to company policies and procedures, (b) enculturation, and (c) skill development. The **orientation** process appears to be spread over the first several weeks on the job, is relatively brief, and relies heavily on printed materials that describe benefits and procedures to use to learn more.

Enculturation into the organization is a very important process. In most instances, it begins with the initial screening interview. At Harris-Lanier and Arthur Andersen, employees are expected to dress sharply and rather conservatively; men wear suits, not sports jackets, and women wear suits and business-like attire. Each is

Enculturation comes before skill development.

expected to be well-groomed, successful, trustworthy — a person whom clients will rely on for accurate information. Grooming is important at Walt Disney World, also. Men are expected to be neatly attired with relatively short, well-groomed haircuts. This clean-cut image is important, even for the hundreds of short-term, temporary employees who work during peak summer and vacation periods.

The attitudes of all employees, particularly those who contact the public directly, are very important at Walt Disney World and Southern Company Services. Being helpful, positive, and friendly are important attributes in addition to skillful completion of jobs. The Border Patrol, on the other hand, emphasizes integrity, discipline, and pride. Its personnel often work alone or in pairs, contact the public in situations that are often stressful, and must uphold the laws of the United States. In their interactions, they must follow correct procedures while being responsible, respectful, and resourceful. Like the business attire at Harris-Lanier and Arthur Andersen, the highly-pressed uniform of the Border Patrol is important. A part of the enculturation process, worn even in training sessions, the uniform is a distinguishing characteristic that sets the Border Patrol apart from everyone else.

The initial training at Walt Disney World for all employees from temporary help to company executives includes two phases. Traditions I provides an overview of the company and its traditions and accomplishments. Traditions I is taught in special classrooms at Disney University. The purpose is to motivate new employees while introducing them to the values and culture of Walt Disney World. It works; employees may grumble about their supervisor, but they love Disney.

Arthur Andersen employees go to St. Charles, Illinois, where the world-wide corporation has purchased a college campus for its central training facility. Because teaming is important, the environment is structured to facilitate team-building. No TVs are found in rooms; participants are encouraged to visit together each evening in a central lounge to become better acquainted. Even years later, employees refer to persons who were in their St. Charles class. Mary Kay makes new employees feel welcome through devices such as a "warm fuzzy." This is attached to one's jacket and signals to all that this person is new and should be brought into the company circle with special attention.

When one of the researchers for this study first entered the sales office of Harris-Lanier, she felt a tone of camaraderie among salespersons and a sense of being ignored — not part of that inner circle. Later, following initial induction, "cold calls" on potential customers with a salesperson, and a week at Harris-Lanier's central training facility in Atlanta, she was welcomed into the family. It is part of the system and an important part of a successful sales office.

The third phase of initial training focused on **skill development.** In Walt Disney World, new employees are trained for specific jobs in Traditions II. They report to a supervisor in that division, then to the head, and finally, learn from the trainer who works directly with them until they can successfully do the job. This instructional model is similar to that used at Boeing and Motorola on the production line and at Mary Kay and Harris-Lanier, where a seasoned employee takes responsibility for other salespersons.

Too often colleges and schools assume that simply because a person works there

assures commitment to the institution, motivation to improve practice, and knowledge about responsibilities and expectations. New teachers too often are given empty classrooms with few instructional resources, so little orientation to school policies and practices that they must rely

Just working there does not mean commitment.

on students to know what is expected, and no inspirational or motivational induction to teaching, the college, or the school.

All organizations in this study were committed to affective education. Whether through formal or informal instruction, usually both, new employees are told about the positive attributes of their employer. Expensive films or slide-tapes tell of accomplishments, while top executives share their enthusiasm and spark interest in moving up the corporate ladder. By working at Walt Disney World, one assumes the aura of Walt Disney where everyone is positive and happy, and the good wins out. Boeing employees will tell you they build the finest airplanes in the world; Arthur Andersen accountants are certain the only correct way to do an audit is theirs; and Harris-Lanier sales representatives know that "If Harris-Lanier trains you, any other sales organization will gladly hire you." Whether truth or myth, these beliefs are part of the cultural framework that binds employees to their company.

Related to this is the continued *esprit de corps* of school and college staffs. Too often the negative features of a job are emphasized; too often one or two negative persons can influence an entire school atmosphere. One of the things noted was the emphasis on positive achievements. In industry, if 28 of 30 people are productive, the emphasis is on the 28. In schools and colleges, all too often the emphasis is on the two non-productive people. The private sector sets the environment so that the two can eliminate themselves; non-productive people find employment elsewhere. But in education, negative and non-productive people tend to remain, not only continuing to poison the system, but protected by antiquated tenure rules, sympathetic colleagues, or timid administrators.

As colleges and schools begin a process in which positive attributes of institutions and individuals are emphasized, special programs may need to be conducted for everyone in the organization. Turning an organization around in its psychological orientation is a difficult but not impossible task. It takes time and energy for redevelopment, but is is worth every ounce of effort.

Communication Imperative

All of the agencies and businesses studied had some form of regular communication with employees, but for Southern Company Services and Walt Disney World, it is vital. Southern needs not only its employees but those from all the utility companies it represents to be knowledgeable about energy issues, company actions, and future plans. As one person indicated, "The most visible employee of a power company is the meter reader." Employees are continually showered with newsletters, posters, well-designed publications, conversations with the president, and a hotline for answers to questions. Every possible communication tool, formal and informal, is used to ensure that every employee has an opportunity to know what is happening.

A few months ago, Walt Disney World Co. announced a $300 million agreement with MGM. Before it was announced publicly, every manager had been told the details via the corporation's communications network. A special issue of an internal newsletter was distributed to every employee prior to the public announcement so that they could discuss and answer questions about it. None would be caught that evening by neighbors asking questions and making comments about which the employee knew nothing.

Most educators read about actions of administrators and school boards in the local newspaper. Little attention is given to keeping teachers — and all other employees — informed of achievements, issues, the institution's stance, or future

board agenda and plans. When the only communication with the executives in a college or school is as interpreted by the news media, colleges and schools are limited in the influence they have on their employees. Further, it sends a message of non-caring; employees are not important enough to be kept informed.

Communication ... communication ... communication ...

Culture of Continued Development

Continually stressed is the fact that initial training is only the first educational effort, and employees are expected to return periodically for further training. This is part of the environment in which one continues to grow and refine professional skills and knowledge or find other employment. This principle applies to every employee up through the company president. Peer pressure for participation is generally high. For some companies such as General Motors, continued training is imperative. With thousands of workers being laid off, preparation for other fields or for other jobs in GM is important.

Some continued training is informal — the joint sales calls by Harris-Lanier salespersons, the observations of production-line employees by area trainers, or the conversations of people discussing an issue or problem. One manager is quoted as telling a recently-employed person, "Now that I've told you what I know, and you add to that what you know, then you are twice as smart as I am; so tell me what you know so I, too, can learn."

Formal education beyond induction may take many forms. Some are extensive and well-developed. Creative instructional strategists work with content specialists to design and test formal training programs at Boeing and Motorola. Thousands of dollars and months of development may be expended on each program. Special films, film strips, computer programs, and transparencies are produced and scripts written for trainers. These are tested, refined, and tested again, and then are ready for nondevelopers to deliver. The instructional strategists know that each such program is going to produce the desired effect because it did so during development; it will continue to be tested to assure that it continues to do so.

Several companies have contracts with local community colleges so employees can enroll for college credit (e.g., UAW-GM, Boeing, Motorola). Although Motorola employees must have been promoted once prior to enrolling in such courses, the substance of classes does not have to be skill-related if it can be shown to be related to being an effective person. Some employees pursue the Associate in Arts degree, completing it in a 14-month intensive program. The company pays if the person returns to work at Motorola in any area. Consultants or external training programs also provide employee education.

Southern Company Services has comfortable swivel chairs, well-designed classrooms, and built-in audio-visual equipment at its training facilities. Personalizing instruction means readable name tags and coffee readily available. Facilities at the Border Patrol training site are traditional tablet-arm chairs, while Motorola has a wide range of sites from converted trailers to special conference rooms. A two-station microcomputer training facility, located just off the production line, is readily available. Hotels across the nation furnish rooms for hundreds of specialized seminars.

Such educational programs are conducted in a business-like manner during regular business hours (8 a.m.-5 p.m.) or longer. As a rule, training is conducted on company time, although some programs require shared business and personal time.

Career-Ladder

Walt Disney World has an insightful principle for promotion in the company: "The broader the base, the higher the peak." Rather than the linear career ladder being implemented in schools, this concept calls for a wide base of experience touching all aspects of the new role before assuming that role. A second related axiom, is, "The first job is not the last job." A newsletter lists available jobs. If an employee expresses interest in moving to another part of the company, or up the career ladder, the personnel office facilitates such action.

The project director who supervised the construction of the American Pavilion at Epcot Center had previosly been assigned to the engineering, horticulture, and crafts

design departments and knew their potential as well as limitations. She talked their language. The man in charge of floats began as a welder. Subsequently, he learned about pneumatic devices and the fabrication techniques used in animation. In the future, he may become a manager with broader responsibilities.

The current educational system is based on the concept that the first teaching job is little different from the last one, and that one is promoted only by getting out of the classroom. The evolving career-ladder concept promises to provide opportunities to change this, but as yet has not been conceptualized in such a way as to make it multi-dimensioned. Broadening the base in teaching implies special assignments such as tutor, diagnostician, learning resource center teacher, team leader, school-based teacher educator, instructional designer, and other responsibilities related to the many facets of instruction. With broader experience, the master teacher can function effectively as a lead teacher, principal, or supervisor.

A teacher's first job must not continue to be the last one.

Commitment to Teacher Education and Staff Development

The private sector expends huge sums to train its employees. Studies have shown that such preparation pays off in lower turnover and recruiting costs. Trained employees perform their jobs more effectively; contented and motivated employees are more productive. When the bottom line is increased profits, the corporations in this study believe training pays off. Even though education is the business of schools and universities, actions do not demonstrate a belief that additional education pays off in better teaching. Both undergraduate and inservice education of teachers too often are given a low priority. A smorgasbord of courses, lectures, and techniques is offered with little integration or direction. Requirements are stated in terms of time spent in training rather than goal-directed performance-based instruction.

The profession often ignores the importance of motivation. In fact, discouragement may be promoted when what should be provided is systematic, organized encouragement. Mary Kay doesn't miss the teachable moment; the company recognizes and takes advantage of the readiness of consultants to be motivated with positive models and rhetoric. Mary Kay is attentive to ways in which consultants positively perceive themselves and are perceived as being competent. Do teachers' staff-development activities provide an opportunity for, or even encourage/reflect, such motivation? Is attention paid to assisting teachers to feel competent and so be perceived as being competent? All too often the answer is a resounding "no."

The structure of education is dealt with, but not the substance. There is talk about teaching, but no focus on enthusiasm, effective questioning, motivation, individual learning styles, or the true basics of education — effective thinking and problem solving.

The notion that schools are for education is agreed to by all, but practices belie the statement. For example, while managers in the private sector are promoted because of excellence in their former roles, and thus could teach others their skills, school administrators and teacher educators achieve their status for other reasons. Some are not able to help teachers improve instruction because they themselves cannot demonstrate such skills. While the organizations studied deliberately kept management close to the client, formal educational insitutions often shield the administrator from students.

Clarifying mission in student and teacher education, then using this as the criterion for organizational, fiscal, and procedural policies and practices is a vital step today. This study of ten institutions highlights the need for congruency between *purpose* and *practice* in teacher education.

Purpose and practice must converge.

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